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ABSTRACT

Directed to teachers of young hearing impaired children, the guide attempts to avoid a step-by-step approach to language acquisition and undue emphasis on grammatical form. Instead, the teacher is viewed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationship of the child to an aspect of his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

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A RESOURCE GUIDE
FOR TEACHERS
OF YOUNG HEARING IMPAIRED CHILDREN

Capitol Region Education Council

200 Bloomfield Avenue
West Hartford, Connecticut

November, 1970

Produced under ESEA Title VI-A

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INTRODUCTION

The goal of the Capitol Region Education Council's hearing impaired classes is to eventually integrate as many children with hearing losses as possible into normal hearing classrooms. The approach to the early education of these children should certainly reflect this goal and should duplicate as nearly as possible the activities and experiences that are part of normal nursery and early elementary school programs.

The participants in this curriculum writing project tried to keep this in mind in choosing a format for their curriculum guide. Most of the curriculums from other schools and classes for the hearing impaired that were reviewed were oriented toward language acquisition. In terms of the above goal, a step-by-step kind of approach based upon levels of language competency did not make sense. There was a mutual feeling among the participants that it inherently attached undue importance to grammatical form rather than to expanding and explaining the child's environment. Curiosity, spontaneity, and creativity were easily sacrificed in the teacher's desire to proceed to the next step in the curriculum.

Like all children, the hearing impaired child needs the chance to become a self-directed and self-initiated learner. He needs the opportunity to develop the ability to solve problems and to see cause and effect relationships. He needs a great variety of experiences so that his behavior is not limited to only those responses which someone has taught him. He needs to explore the realm of possibilities. He needs to discover his own "specialness." The teacher's role should be somewhat as a guide, leading the child to more and more sources of information and understanding.

The idea of resource packages based upon content units evolved. Each package or unit attempts to provide many suggestions and materials that the teacher can use in helping the child understand himself and his relationship to a particular aspect of his environment. The scope of the packages is hopefully broad enough to provide flexibility for the teacher and opportunity for the child to learn through many different activities.

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MYSELF

RESOURCE UNIT

Myself

My Body (expanded model)

My Feelings

1. You feel many different ways.
   - a. Some ways describe how your body feels - physical feelings: hungry, full, dizzy, sick, feverish, stomach ache, hot, cold, hurt, tired, sleepy.
   - b. Some ways describe your emotions: happy, sad, angry, frustrated, scared, lonely, bashful, surprised, bored, excited.
2. When do you feel______? (sad, hungry, scared, etc.)
3. How do you look when you are_______? (surprised, hot, hurt)
   - a. You can sometimes tell how people feel by how they look.
   - b. People can sometimes tell how you feel by the way you look.
4. Sometimes people, places and things make you feel different ways.

   e.g. a first ride on a ferris wheel (scared, surprised?)
   a penicillin shot (scared, hurt?)
   a birthday cake (surprised, happy?)
   a clown (bashful, happy?)
   a fight with your friend (sad, angry?)
5. Sometimes you do things that change the way other people feel.

   e.g. hitting someone
   smiling at someone
   hugging someone
   doing something nice for someone (i.e., making a card, a gift, a visit, picking up your things without being asked)
6. Sometimes people do things that change the way you feel.

   e.g. sharing a toy
   asking you to play with them
   letting you help make cookies
   hugging you

Activities

1. You can do many things. Make a list of things you can do:
    a. in school (read, play, write, sing, exercise, draw, paint, etc.)
    b. at home (sleep, eat, play, ride a bicycle, help Mommy, etc.)
    c. by yourself (look at a book, play in the snow, put a puzzle together, eat a cookie, ride a tricycle.)
    d. with your family (go on a picnic, a vacation, to the beach.)
    e. with others (have a party, play a game, etc.)
    f. that make you ________(use an emotion talked about earlier - happy, scared, etc.)
2. What part of your body do you use doing the above activities?

Sex Education

1. Where does a baby come from?
2. Why does Mommy get big?
3. How does a baby grow inside it's mother.
4. How does the baby get out?
5. What does the newborn look like?
6. Why does he look that way?
7. What can a newborn do?
    initial reflexes: grasping, blinking, sounds.
8. How does the baby express himself?
    crying, smiling, babbling, etc.

MODEL DESCRIPTION

My Body

The purpose of this model is to give the teacher a resource of books and ideas which can be adopted for any class. This particular unit should help to develop an understanding and appreciation of the body, its miraculous functions, and proper care.

A. What are the main parts of the body and their functions?

The Head - gives us sight, hearing, speech, smelling, tasting, thinking.

The Neck - lets our head turn from side to side and up and down.

The Shoulder - gives arms the ability to move.

The Arm - elbow, wrist, lets us hang from monkey bars, hug someone.

The Hand - palm, fingers, knuckles, fingernails, thumb, lets us hold a pencil, paint pictures, turn pages in a book, swing a bat, play an instrument.

The Body or Trunk - chest, waist, hips, gives us a shape, lets us bend, sit, stand, curl up, turn somersaults, gives us a place inside for all the organs that keep us alive.

The Legs - thigh, knee, calf, ankle - gives us the ability to creep, crawl, stand, walk, run, skip, jump, gives us height.

The Foot - heel, arch, toes, gives us something with which to balance and walk, to dance and kick a ball and to run.

We are all alike because we have all the above parts of the body, but we are also different in that we use our bodies in different ways, enjoy doing different things and dislike doing different things. Size, shape, color and abilities differ between each person.

B. What is the importance of our heads?

The Hair - covers the head, keeps it warm, dry, free from sunburn, makes us look different from one another.

Types of Hair - curly, straight, kinky, wavy, long, short, in-between.

Baldness - some people lose their hair and must use hats, wigs, toupees, etc. to protect their heads.

People are alike in that they will have hair, but differ in what kind, color, length.

The Eyes - permit us to see things around us and observe their size, shape, color; cry tears when we are sad; help give expression to our face.

Eyebrows - help protect our eyes from hair, water, and dust. Help give expression to our face - surprise, frown.

Eyelids - cover our eyes when we sleep, let us blink in bright lights, protect our eyes from dust and other things in the air.

People are alike in that everyone has eyes. We differ in the size, shape, color, length of eyelashes, ability to see, blindness, near sightedness, far sightedness, glasses.

The Nose - sits in the center of our face, has two holes to breathe in air, has small hairs to sift out dust, smells things around us, runs when we have a cold, or an allergy, gives us a place to sit eyeglasses on.

We are alike in that we all gave noses which do these things. We are different in the size and shape nose we have, the things we like and dislike to smell. (Bloody noses, sneezes.)

The Mouth - is made up of two lips, a tongue and teeth. The mouth lets us talk, eat, chew, taste, lick, kiss, smile, pout.

We are alike in that we all have mouths, but we are different in that all mouths have different sizes, shapes, we sound different when we talk, and have different numbers of teeth. (Loose tooth, cold sore, canker sore, tonsils.)

The Ears - sit on the side of our head. Part of the ear is inside of our heads, part is outside. Lets us hear sounds, rhythms, music and speech. Gives us a place to hook glasses onto, stick hair behind, put earrings on, pierce ears.

We are alike in that we have ears, but size, shape and ability to hear differs. (Ear ache, hard of hearing, deaf.)

The Face - made up of all the parts mentioned plus the forehead, the cheeks and the chin. It helps let other people know when we are happy or sad, hurt or comfortable, angry or surprised.

C. What's inside of us?

The bones give us shape, and stiffness.
The muscles help us to move and give us strength.
The heart pumps blood and gives us a heartbeat.
The stomach digests our food.
The esophagus is the passageway to our stomachs.
The lungs give air to our bodies.
The kidney takes out waste materials from our bodies.
These parts are all wrapped up by our skin which keeps out dirt, makes us waterproof, holds us together.

These are all alike on the inside. Our skin, with it's many colors (white, red, brown, yellow) makes us look different.

D. How can we take good care of ourselves?

Eating - three good meals a day to help us grow, give us energy, keep us healthy - breakfast, lunch dinner.

Sleeping - go to bed early enough to give our bodies enough rest to be ready for the next day. Exercise to keep the body (muscles) in good working condition.

Cleanliness - washing oursleves well to get rid of dirt and germs which could make us sick. Visiting the doctor for regular check ups.

Eye Care - keep fingers and other things away from eyes don't rub, wearing glasses if necessary, visiting the Eye Doctor.

Ear Care - keeping fingers and other things away from ears, keeping ears clean, hearing aid - keeping ear molds clean.

Teeth - eating good foods, avoiding sweets and candy as much as possible. Brushing teeth after meals, visiting the dentist.

Illnesses - sometimes our bodies do not stay healthy. When we are sick, we sometimes have a fever-- our body temperature goes up to fight the infection. We must stay in bed and get plenty of rest. Sometimes we must eat special food and take medicine.

- Fever - how we take our temperature.
- Medicine - when do we take medicine (pills, vitamins, cough syrup).
- Diseases - measles
  - tonsilitis
  - chickenpox
  - mumps
  - colds
  - sore throats
  - broken bones
- Health Helpers - Eye Doctor
  - Ear, Nose and Throat Doctor
  - Nurse
  - Dentist
  - Mommies and Daddies
  - Audiologist

ART

Model	Make a model of a child out of oaktag and connect with paper fasteners to permit movement. Each child can have his own model to move and experiment with.
Books	1. Children can illustrate the parts of the body in numerous ways. Pictures may be described by student to teacher and teacher can copy idea under picture. Papers can be bound and book kept in classroom for reading experiences. Topics which might be covered: The Eye Book (sad, big, sleepy, sneaky, bashful) The Leg Book (what a leg can do: kick a ball, run, skip, hop, jump, crawl, get broken, get cut, etc.) The Arm Book (throw, catch, hug, hit, etc.) 2. Children may also put pictures and ideas (written by teacher) on ditto paper which may then be run off, bound, and taken home by each child. Kids and parents love this.
Mobiles	Easy mobiles can be made by stringing cut-outs or mounted drawings to a hanger. More difficult ones can be made by using dowels, which brings in the idea of balancing. The following ideas can be made into mobiles: 1) parts of the body; 2) a hand; 3) the head; 4) clothes we wear in winter and summer; 5) good foods to eat; 6) food we get from a cow, from plants, etc.; 7) touch mobile made from things of different textures, surfaces, etc.
Collage	To help develop a sense of feeling, numerous objects may be collected and put together in a picture. Materials of different textures, string, and yarn may be used; also, different types of cereal; dried beans (kidney, limas, peas, etc.); stuff from a carpenters shop (nails, bolts, nuts, screws, wood scraps, saw dust, etc.); things gathered from outdoors (rocks, leaves, sticks, bark, berries, flowers); things gathered from the beach (shells, seaweed, sand, driftwood, etc.); shiny things; rough things; popcorn; just about anything which is light enough to be glued.

Drawings

Much can be done to develop an awareness of the body through drawing. A child can sit in front of a mirror and draw himself. A child may trace his hand and/or foot and then put fingernails, rings, a cut, etc. to finish it. A child may trace his hand or foot and make it into a picture of anything. A hand makes a fine turkey or a leaf. Children may work in pairs to draw each other's whole bodies. This is best done by having the child lie down on a piece of brown paper while the other child traces him. Children (or teacher) may work together using a piece of paper on a wall and a filmstrip or overhead projector to make each others silhouettes.

Finger Painting

Children can develop a sense of feeling and expression through movement by using finger paints. Children should be encouraged to make as many different patterns as they can--some children may need a short demonstration of how to use their fingers alone, together, the flat part of the finger, or the tip, the fingernail, the knuckle, the palm, or the whole hand. Some very pretty wrapping paper may be made from finger paintings. If many colors are used, pretty fall leaves may be made from finger paintings. This may be done by using leaf patterns of oaktap for tracing the shape to be cut or by taking real leaves, placing them flat on the desk, putting the finger painting face down on the leaf and coloring lightly over it with the side of a crayon. The leaf shape comes through giving a pattern to be cut.

Puppets

Simple and quick finger puppets may be made by drawing a face on the top of the finger with a felt tipped pen. Stick puppets of all sizes may be made by crossing and tying two sticks together. If quite large, old clothing can be used to make the puppet's clothes. The head can be made from oaktag or even paper mache, or a styrofoam ball.

Hand puppets may be made by cutting two pieces of material into identical hand shapes; making a face out of buttons, sequins, or yarn, and then sewing together leaving an opening at the bottom for a hand.

Paper Dolls	Large paper dolls can be made from oaktag once the child has a working knowledge of the parts of the body and their relationships. These can then be decorated with pieces of material to illustrate clothes to be worn at various times throughout the year. Small paper dolls can be made from oaktag and paper clothes can be made, colored or painted for each. This is an effective way to demonstrate different size articles for different size people.
Complete The Face	The children may collect large pictures of people's faces, cut them out, cut them in half and paste on a piece of paper. These papers can then be passed around so that each child has one different from the one he cut out. The face is then completed, emphasizing the idea of symmetry of the face.
Murals	Children can make a very effective mural with their feet. Pans of paint can be put on the floor beside the mural paper. Feet are dipped in paint and then children walk across the paper. Good for developing awareness of feet. Also can be done with hands.
Growth Chart	Using a very long strip of paper, teacher may draw an outline of a giraffe, or a ladder, etc. Children may paint this outline. After paper is hung children may all mark their height on the chart and mark them with name tags. Later on in the year the children may mark their height again on the chart and compare the marks. This may be used to teach actual measurement.
Sand Drawings	This may be done at the beach, in a sandbox, on the playground, or in a pie pan filled with sand. Child may use finger, toe, stick, etc. to draw with. This develops a sense of feeling as well as giving the child the freedom to change his drawing with little difficulty. Salt in a pie or cookie tin may also be used.

Puzzles	A picture may be cut out of a magazine, pasted onto cardboard and then cut into pieces for a puzzle.
Cutouts	Interest scrapbooks can be made on sound, smell, taste, feeling, by having the children cut out pictures from magazines which would fit under each category.

BOOKS
(for teacher use)

Just Like Me: Health For All The New Basic Health and Safety Program W.W. Baver, M.D., E.R. Montgomery & E.T. Pounds Scott, Foresman & Co.	Good resource. Excellent suggestions and ideas for things to talk about.
How Your Body Uses Food (pamphlet) National Dairy Council	
Hop-Run-Jump: We Exercise With Our Children John Day Co. New York, 1968	Exercises described and illustrated to make children more physically fit.
Science Experiences: The Human Senses Franklin Watts, Inc. N.Y., N.Y. 1968	Suggestions for improving the use of all the things your senses tell you.

BOOKS

Bradfield, Joan and Roger, Who Are You?, Whitman Publishing Co.

Cohen, Robert, The Color of Man, Random House, New York

Clure, Beth, and Helen Rumsey, Me, Bowmar Early Childhood Series

Crume, Marian, Let Me See You Try, Bowmar Primary Reading Series

Green, Mary McBurney, Is It Hard, Is It Easy?, Young Scott Books

Ets, Marie Hall, Talking Without Words, The Viking Press

Hinshaw, Alice, The True Book of Your Body and You, Children's Press

Jaynes, Ruth, Do You Know What...?, Bowmar Early Childhood Series

THE FIVE SENSES
(General)

Tudor, Tasha, First Delights: A Book of the Five Senses, Platt and Munk, Publishers.

Zototow, Charlotte, One Step, Two..., Lothrop, Lee & Shepard

THE HEAD
(face, hair)

Brenner, Barbara, Faces, E.P. Dutton, & Co., Inc.

Cole, William, and Tom Ungerer, Frances Face Maker, World Pub. Co.

Freeman, Con, Mop Top, Viking Press.

Goldin, Augusta, Straight Hair, Curly Hair, Thomas Y. Crowell, Co.

THE EYES

Abisch, Roz, Open Your Eyes, Parents' Magazine Press

Baer, Howard, Now This, Now That - Playing With Points of View, Holiday House

Heide, Florence Parry, Alice Gets A New Look, The Saalfield Pub. Co.

Ness, Evaline, Exactly Alike, Charles Scribner's Sons

Raskin, Ellen, Spectacles, Atheneum

Showers, Paul, Look At Your Eyes, Thomas Y. Corwell Co.

Wolff, Raobert Jay, Seeing Red, Charles Scribner's Sons

THE EARS

Alexander, Anne, Noise in the Night, Rand McNally & Co.

Brown, Margaret Wise, Country Noise Book, Harper & Brothers

Brown, Margaret Wise, The Indoor Noisy Book, Harper & Row

Brown, Margaret Wise, The Quiet Noisy Book, Harper and Row

Brown, Margaret Wise, Winter Noisy Book, Harper and Row

Brown, Margaret Wise, Shhhhh - Bang - A Whispering Book, Harper & Row

Gaeddert, Lou-Ann, Noisy Nancy Norris, Doubleday

Gannett, Ruth Stiles, Katie and Sad Noises, Doubleday

Kuskin, Karla, All Sizes of Noises, Harper & Row

Perkins, Al, The Ear Book, Random House

Showers, Paul, The Listening Walk, Thomas Y. Crowell Co.

Teal, Val, The Little Woman Wanted Noise, Rand McNally & Co.

Wondriska, William, The Sound of Things, Pantheon Books, Inc.

THE MOUTH
(teeth)

Jaynes, Ruth, What Do You Say?, Bowmar Early Childhood Series

Lowrery, Lawrence F., and Albert B. Carr, Teddy the Taster, Holt, Rinehart and Winston

Russell, Solveig Paulson, Tommy's Tooth, Rand McNally & Co.

Showers, Paul, How Many Teeth?, Thomas Y. Crowell Co.

Showers, Paul, How You Talk, Thomas Y. Crowell Co.

HANDS
(arm)

Brandenberg, Aliki, My Hands, Thomas Y. Crowell, Co.

Heathers, Anne, and Frances Esteban, A Handful of Surprises, Harcourt, Brace & World, Inc.

Krauss, Ruth, This Thumbprint, Harper & Row

Wolff, Angelika, Mom! I Broke My Arm!, The Lion Press

FEET

Fisher, Aileen, Going Barefoot, Thomas Y. Crowell, Co.

GROWTH

Green, Mary McBurney, Everybody Grows Up, Franklin Watt, Inc.

Krauss, Ruth, The Growing Story, Harper & Row

Kuskin, Karla, Just Like Everyone Else, Harper & Row

Selsam, Willicent, You And The World Around You, Doubleday & Co.

Stanley, John, It's Nice to Be Little, Rand McNally & Co.

Wing, Henry Ritchet, What Is Big?, Holt, Rinehart & Winston

Zolotow, Charlotte, I Want to Be Little, Aberlard-Shuman

CARE OF THE BODY

Buchheimer, Naomi, Let's Go to a Dentist, G. P. Putnam's Sons

Epstein, Sherrie, The Story of Penicillin Penny, Medical Books for Children, Lerner Publications Company

Froman, Robert, Let's Find Out About The Clinic, Franklin Watts, inc.

Haynes, Olive, V., The True Book of Health, Children's Press

Jubelier, Ruth, Jill's Check Up, Melmont Publications, Inc.

Lakritz, Ester, Randy Visits The Doctor, Broadman Press

ILLNESSES

Guy, Anne Welsh, Good-Bye Tonsils, Whitman

Lerner, Marguerite Rush, M.D., Dear Little Mumps Child, Medical Books for Children

FEELINGS AND ACTIVITIES

Anglund, Joan, W., A Friend Is Someone Who Likes You, Harcourt

Curry, Nancy, My Friend Is Mrs. Jones, Bowmar Early Childhood Series

Eicke, Edna, What's Your Name?, Windmill Books, Inc. Harper & Row

Goffstein, M.B., Sleepy People, Farrar, Straus & Giroux

Guilfoile, Elizabeth, Nobody Listens to Andrew, Follett Pub. Co.

Jaynes, Ruth, Friends! Friends! Friends!, Bowmar Early Childhood Series, Bowmar Pub. Corp.

Jaynes, Ruth, What Is a Birthday Child?, Bowmar Early Childhood Series, Bowmar Pub. Corp.

Keats, Ezra Jack, Jennie's Hat, Harper and Row

Keats, Ezra Jack, The Snowy Day, Viking

Krauss, Ruth, The Bundle Book, Harper and Row

Leaf, Munro, Boo: Who Used to Be Scared of the Dark, Random House

Mann, Peggy, That New Baby, Coward-McCann, Inc.

Marino, Dorothy, First Night Away From Home, Franklin Watts, Inc.

Minarik, Else, *Little Bear*, Harper & Row

Myrus, Donald and Albert Squillace, *Story in the Sand*, Macmillan Co.

Schick, Eleanor, *Making Friends*, Harper & Row

Steptoe, John, *Stevie*, Harper & Row

Vaughan, Sam, *New Shoes*, Doubleday and Company

Vogel, Ilse-Margaret, *The Don't Be Scared Book*, Atheneum

Wayne, Harry Rudolph, *Here Comes Jimmy, Here Comes Jimmy's Dog*, Holt, Rinehart, & Winston

Zolotow, Charlotte, *The Hatting Book*, Harper & Row

Zolotow, Charlotte, *My Friend John*, Harper & Row

SEX EDUCATION

Andry, Audrey C. and Steven Schepp, *How Babies Are Made*, Time-Life Books

Ets, Marie Hall, *The Story of A Baby*, The Viking Press

Lerner, Marguerite Rush, M.D., *The Story of Twins*, Medical Books for Children

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Let's Pretend

A good means of giving children an opportunity to act out different situations. The following are suggestions to help children develop an understanding of themselves and others:

Pretend:
- you are a child who does not see well
- you are the mother of a child who does not see well
- you are the eye doctor

Pretend:
- you have a broken leg, arm (what can you do, what can't you do)
- you are sick and must stay in bed
- you are the mother of a sick child who does not want to stay in bed
- you are a doctor

you are in the hospital to have your tonsils out
you have a bad cold
you are going to school for the first time
you are having a shot
you have a loose tooth

Pantomime

Cut out pictures from a catalogue. Give one to each child. Have child act out for the rest of the children how he would use the article. Other children can guess what the picture is. For example, a kite, a bicycle, a ball, roller skates, a paint brush, scissors, a sewing machine, clay, a vacuum cleaner, a jump rope, a typewriter, a T.V.

Dressing Up

Old clothing (a funny hat, a gown, high heel shoes, a wig, a furry coat, etc.) can be used to stimulate ideas for pretending to be someone else.

Imagine

that you are very tall
that you are very heavy
that you are as tiny as a baby

How would you walk?
How would you run?
How would you jump?

Flannelgraph

My Face and Body, Instructo Materials for the Flannel Board. This is a good way of presenting an overall understanding of the parts of the body and their relationship. Good for children to manipulate.

Tasting

Children may be blindfolded and then given things to taste and classify according to:

liking
disliking

sweet
sour
bitter
salty

creamy-smooth
crunchy
liquid
chewy

Things to be tasted:

carrot
onion
cucumber
beans
peas
potatoes
beets
corn

lettuce
radish
celery
tomato
apple
peach
plum
grape

cherry
orange
banana
pineapple
pear
apricot
lemon
marshmallow

chocolate
peanut butter
bread
jam
pudding
jello
vanilla
bakers chocolate

	White Food Taste - flour, salt, baking soda, baking powder, sugar, etc.
Smelling	Children smell identical bottles containing things that smell differently. Smells may be classified as good - bad; sweet - odorless. Things to be smelled: perfume, vanilla, milk, water, flowers, soap. clorox, pine needles. Children can also make contributions to these "smells."
Feeling	A mystery box can be filled with things of different size, shape and texture to promote the use of this sense by identifying objects. Feeling a heartbeat, pulse, eyelashes blinking, toes wiggling, an ice cube, a warm sidewalk.
Which Is Best?	Children may use a sneaker, an old shoe, a slipper, a boot and a pan of water to determine which would be best to use in rainy or snowy weather.
Brushing Teeth	A tooth brushing kit may be obtained from the Visiting Nurse Association which contains a tablet which colors the teeth red. Child also receives toothbrush to brush with. After brushing, red tells where the brush did not touch. A set of big teeth and a big tooth brush can be used to demonstrate the proper way to brush teeth.
Parts of the Body	Use pictures of animals to point out differences in numbers, size, and placement of the parts of the body. giraffe - neck elephant - nose octopus - arms centipede - legs spider - legs monkey - hands rabbit - ears hippopotamus - teeth, lips, body frogs - eyes, tongue ducks - feet

FIELD TRIPS

Most trips will probably be made with parents to the dentist, the doctor, audiologist, the hospital, etc. However, these people might be asked to come to a classroom. A doctor might be willing to bring some of the equipment he uses (stethescope, thermometer, rubber hammer, etc.) to the school to demonstrate how they are used.

A trip could be made to a veterinarian in an animal hospital to compare and contrast the equipment he uses and the reasons animals go to the hospital (broken legs, wings, colds, illnesses, etc.) with the equipment a regular doctor uses and the reasons people go to the hospital.

Visit a museum to look at the skeletons.

HOME REINFORCEMENT ACTIVITIES

Discussions	Have parents take time to point out and explain what they are doing to the child to develop an awareness of activities. For example, why we wear what we do for certain activities or certain times of the year.
Facial Expressions	Have children cut out pictures of faces showing different expressions and have them mimic them in a mirror.
Puzzles	Pictures of children, adults, faces, etc., may be mounted on cardboard, and cut in such a way as to develop an understanding of the parts of the body and their relationship. Child can then put the puzzle back together.
Growth Chart	Chart of the height of the entire family may be kept in child's bedroom to develop the concept of big and little (tall and short). Also helps to develop understanding that adults are staying the same while children are growing.

Temperature Changes	Child can observe temperature changes within the house. Our skin tells us what is hot, warm, or cold. What is it like in the refrigerator, the oven, the kitchen when Mommy is cooking, the bathtub, the bathroom after you've gotten out of the tub, in bed, in the basement, in front of the fan, etc.? Watching an outdoor thermometer and the changes in the height of the mercury.
Weight	Children can develop an understanding of weight by weighing themselves, their parents, brothers, and sisters, toys, dishes, food, and all kinds of things in the home. Through comparison the understanding of size and weight should begin to develop.
Exercises	Jogging, wrestling, bicycling, swimming with Mommy and Daddy. Jumping rope, T.V. exercising programs. Developing understanding of size and weight should begin to develop.
Activities	Dressing oneself (buckles, buttons, zippers, tying shoes, hooks, etc.) combing hair, brushing teeth, polishing shoes, playing with dolls, setting the table (developing idea of left and right).
Trips	Parents bring children with them to: the dentist, the doctor, the hospital, the supermarket, the beach, to the meat store, etc. All of these places have numerous things, people and atmospheres that the child should experience.
Games	Simple "Touch your______" games (eye, nose, elbow, etc.) Mr. Potato Head, Anatomy Kits, a doctor's or a nurses kit.

MUSIC, RHYTHM AND POETRY

"See I Can Do It"
Poems to Grow On
Jean M. Thompson
Beacon Press

See I can do it all myself
With my own little brush!
The toothpaste foams inside my mouth
The faucet waters rush

In and out and underneath
And round and round and round
First I brush my upstairs teeth
And then I do my down

The part I like the best of it
Is at the end, though, when I spit

"A Tooth Out"
Poems to Grown On
Jean M. Thompson
Beacon Press

I've kind of lost a part of me
I've always hoped I might
A tooth in front, a bottom one,
Got pulled out last night.

It kind of bled a little,
But it didn't hurt a bit
And mother says another tooth
Will grow in place of it.

"The Mitten Song"
Poems to Grow on
Jean M. Thompson
Beacon Press

Thumbs in the thumb-place
Fingers all together!
This is the song
We sing in mitten weather.
When it is cold
It doesn't matter whether
Mittens are wool,
Or made of finest leather.
This is the song
We sing in mitten weather
Thumbs in the thumb-place
Fingers all together.

"I Have Two Eyes"
(source unknown)

I have two eyes to see with,
I have two feet to run,
I have two hands to wave good-bye,
But nose I have just one.

This is my right hand,
And this is my left
I put them both together
To go to sleep at night.

"I Touch"
Frances Cole
Music For Children With Special Needs
Bowmar Records, Inc.

I touch my head,
I touch my nose,
I touch my mouth,
And then my chin.

I touch my ear,
I touch my face,
And then I touch,
My chin a-gain.

"My Hands"
Lucille Woods
Music for Children With Special Needs
Bowmar Records, Inc.

I reach my hands away so high
I clap my hands, one, two, three,
I reach my hands up to the sky,
I clap my hands, one, two, three,
Then put them back where you can't see.

"Put Your Hand On Your Schoe"
Frances Cole
Music For Children With Special Needs
Bowmar Reocrds, Inc.

Put your hand on your shoe, on your shoe
Put your hand on your shoe, on your shoe
Put your hand on your shoe,
It's an easy thing to do,
Put your hand on your shoe, on your shoe.

(other verses: . . .on your chair, finger, air)

"I will Clap My Hands"
Frances Cole
Music For Children With Special Needs
Bowmar Records, Inc.

Clap! Clap! go my hands
Clap! Clap! go my hands
Clap! Clap! go my hands
I will clap my hands.

Thump! Thump! go my heels
Thump! Thump! go my heels
Thump! Thump! go my heels
I will thump my heels.

"See Me"
Frances Cole
Music For Children With Special Needs
Bowmar Records, Inc.

See me touch my head;
See me touch my face,
Then I stretch my hands up high,
I can almost reach the sky.
[illegible] see what I can do.

See me touch my head
See me shake my foot
Then I stretch my hands up high
I can almost reach the sky.
Oh see what I can do.

"I Wiggle"
Louise B. Scott
Singing Fun
McGraw Hill Book Co.
N.Y., N.Y.

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now, no more wiggles are left in me,
So I will be still, as still can be.

"My Hands
Louise B. Scott
Singing Fun
McGraw Hill Book Co.
N.Y., N.Y.

My hands upon my head I'll place,
Upon my shoulders, on my face.
At my waist, by my side,
And then behind me they will hide.
Then I will raise them way up high,
And let my fingers fly, fly, fly.
Then clap, clap, clap, and one two three,
Just see how quiet they can be.

"Two Little Hands"
(source unknown)

Two little hands go clap, clap, calp.
Two little feet go tap, tap, tap.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
One little body turns around;
One little child sits quietly down.

SPECIAL LISTENING ACTIVITIES

Children can use their hands and feet to produce a variety of sounds and rhythms. They can learn to identify and imitate them.

clapping
snapping fingers
running
walking } footsteps heavy and light
marching

SPECIAL SCIENCE AND/OR MATH CONCEPTS

Some math concepts can be demonstrated by using the body to illustrate.

Pairs	Eyes, feet, hands, arms, legs, ears, lips, cheeks, etc. In clothes we wear a pair of slacks, pants, mittens, gloves, socks, etc.
Counting	Fingers, toes, people, freckles, etc.
More than - Less than	Draw a picture to show how you would look if you had: one more eye, two more legs, one less nose, two less fingers.
Size, shape and weight	Visual comparison of children; of children versus adults. Have children measure each other using a string, a ruler, a measuring tape, a scale.

VISUAL MATERIALS

Jam Handy Film strips Jam Handy Corp. Detroit, Mich.	There are three that are expecially applicable to this unit. They are "How Your Nose Knows," "Your Tasting Tongue" and "The Feel of Your Skin."
Who Am I? Scholastic Magazine	There are five fantastic filmstrips with records in this series. Parts of each are appropriate. They are "The Toy of Poeing You," "No One is Exactly Alike," "Nothing is Something to Do," "All Kinds of Feelings" and "People Packages."

About Myself Bowmar Picture Story Sets Bowmar Pub. Co. Glendale, Calif.	Set IA - develops idea of the uniqueness of people, that each has worth, independence, freedom to make choices and to help others. Pictures are sturdily mounted, large and colorful. Good for discussion. Set IIA - develops understanding of body parts, their relationships to each other, what our bodies can do (control and coordination).
Understanding Our Feelings Instructo Corp.	28 sturdily mounted 9" x 12" photographs with excellent facial expressions. Adults and children.
3-M Overhead Transparencies	"Anatomy" - Series II, Part II. Five transparencies that show and label head, hand, arm, leg, foot. "Left and Right" - Series XV. Twenty transparencies that show left and right in relation to the body.

VOCABULARY

Head

eyes
nose
mouth
ears
hair
forehead
cheeks
chin
eyebrows
eyelashes
tongue
teeth
tooth
permanent teeth
baby teeth

Neck

throat

Arms

shoulders
elbow
wrist

Hands

fingers
palm
thumb
knuckle
fingernail
thumbnail
hangnail

Body-Trunk

chest
waist
hips
back

Leg

thigh
calf
knee
ankle

Foot

heel
toe (toes)
toenail

Bodily Functions

sweat
urinate
B.M. - bowel movement
tinkle
potty
wet
urine

Senses

seeing
hearing
smelling
tasting
feeling

Health

blind
deaf
crippled
tonsils
measles
mumps
chicken pox
sore throat
cold
runny nose
headache
earache
loose tooth
toothache
stomach ache
allergy
bloody nose
dizzy
nurse
audiologist
doctor
dentist
psychiatrist
hospital
office
medicine
vitamins
pills
cough syrup
nose drops
eye drops
cough drops
scrape
scratch
bump
cut
vomit - throw up

Adjectives

tall
short
big
little
many
few
pair
small
heavy
light
fat
thin
long
curly
straight
frizzy
messy
neat
clean
dirty
tan
rosy
pale
freckles
brown

Care

bath
food
breakfast
supper
lunch
dinner
snack
check-up
sleep
cleanliness
exercise
brushing
comb
brush

Aids

glasses
hearing aid
crutches
braces
false teeth
wheelchair
cast
band-aid

MYSELF AND MY HOME

RESOURCE UNIT

Myself and My Home

My Family (expanded model)

My House

1. What kinds of houses are there:
   apartments, trailers, 1, 2, 3-family houses, etc.
2. What rooms do houses have?
   living rooms, bathrooms, kitchens, etc.
      What is in these rooms?
         tables, chairs, rugs, sinks, etc.
      What rooms does my house have?
3. Special parts of houses.
   closets, porches, stairs, windows, etc.
4. What are houses made of?
   brick, wood, stucco, aluminum siding, etc.
5. What makes a house warm or cold?
   furnaces, fans, radiators, air conditioners, etc.

My Yard

1. What is a yard like?
   a. grass, bricks, gardens, trees, bushes, etc.
   b. flat, hilly, small, large, etc.
2. What is in a yard?
   a. picnic tables, benches, chairs, etc.
   b. swimming pools, patios, fences, etc.
3. What is a playground?
   a. slides, swings, seesaws, sandboxes, etc.
4. What do we do in yards?
   a. play, have picnics, sunbathe, etc.

People Who Come To My House

1. Babysitter, neighbors, company, etc.
2. Mailman, milkman, paperboy, etc.

Other Homes

1. What kind of homes do animals have?
   a. barns, coops, nests, pens, etc.
2. What special homes do some people have?
   a. teepees, igloos, huts, lighthouses, etc.
3. Where do we live when we go away?
   a. hotels, cottages, tents, boats, etc.

MODEL DESCRIPTION

My Family

The relationship of family members to each other is unique. Through the family the child develops feelings about himself and about others. It is the goal of this model unit to help the hearing impaired child better understand his family and how it lives together and interacts and feels.

What is a family?

1. What are people?
   - boy, girl, lady, man, baby
2. Who's in my family?
   - mother (mommy), father (daddy), brothers, sisters
3. Other relatives
   - grandparents, aunts, uncles, cousins
4. What do mommies do?
   - make beds, cook, dust, etc.
   - sometimes go to work at stores, offices, etc.
5. What do daddies do?
   - work in offices, paint houses, print newspapers, etc.
   - fix things at home
6. What is a day like in my family?
   - morning - getting up, brushing teeth, etc.
   - afternoon - playing, napping, getting home, etc.
   - evening - reading the paper, watching TV, etc.
7. How do I help at home?
   - pick up toys, put away groceries, be quiet, etc.
8. How does my family have fun?
   - go on picnics, play games, have parties, etc.
9. How does my family feel?
   - angry, happy, tired, sad, etc.
10. What does my family wear?
    - names of articles of clothing
    - appropriate conditions for wearing
    - appropriate sizes
11. What does my family eat?
    - names of foods
    - preparing foods
    - how things taste - sweet, sour, good, etc.
    - mealtimes
12. Pets in my family
    - pets I have
    - animals that are pets
    - why I can't have a pet
    - taking care of pets
13. Animal families
    - realistic - pets have families
    - imaginary - animals talking, cooking, wearing clothes, etc.

ART

Paper plate hats	Have child cut up colored paper and cloth and paste on bottom of plate. Put a ribbon through the plate about one inch from each side. Use for playing mother or dress-up.
Shape pictures	Teacher cuts a variety of circles, triangles, squares and rectangles and child composes pictures. For this unit a daddy or a house might be suggested to the child.
Designing mittens and gloves	Trace the children's hands with fingers together for mittens or apart for gloves. Have them color and design their own. May do mommy's and daddy's at home to emphasize size difference.
Place mats	Make a place mat for each member of the family. A simple whale shape that the child may cut out of vinylized wallpaper samples is fun. The shape of the whale will help the child remember that the fork goes on the tail side (left) etc.
Collage	Have children bring in scraps of material, yarn, string, mesh, etc. from home to make a collage box. This can stimulate language if the child knows what each thing came from. This was mommy's skirt or my brother's sweater or a ribbon from daddy's birthday present.
Mobiles	Make a mobile, using a hanger and thread and a picture of each member of the child's family.
Family trees	Instead of a mobile, a family tree may be made for each child. With older levels begin at grandparents. Pictures or names may be used.
Family drawings	Have each child draw everyone in his family. Cannot be done successfully much below 5 year age level. Younger children can paste and color pre-cut pictures. Include pets.

Rag clothes	Dress paper dolls with clothes cut from material. Paste on. Use with what does my family wear. Stimulate discussion about plaid, striped or plain cloth.
Clay animals	With cookie cutters, cut shapes of pets, dry in sun and paint. A string can be put through the top before clay dries so that it may be hung.
Clothes Scrapbook	On five or six pages of colored paper put together with brads, have each child cut out clothes from a catalogue that he especially likes. Each page could represent a different activity, such as school or playing or going to bed. Or each page could represent a season.
Box rooms	Color or paint walls. Use a piece of wool material for rug. Make beds of ends of kleenex boxes, tables of spools of thread with cardboard top and chairs of egg cartons and toothpicks. This can be done only by school age children unless teacher does most of it.

BOOKS

If I Were A Mother K. Migumiura Thomas Y. Crowell Co. New York, New York	Very good illustrations of animal mothers with babies. Ends with a little girl being mother to her doll. Especially good for teacher use with pre-school.
It's Mine T. Whitman See and Say Series American Book Co. New York, N.Y.	A small book without words with excellent three-color illustrations of a boy who doesn't share his toys with his sister. Finally she goes away and leaves him alone with his toys. Good for all primary and pre-school levels.

My Little Brother H.P. Wittram Wonder Why Books Holt, Rinehart & Winston New York, N.Y.	A little girl takes care of her three year old brother. Eventually they fight about something, but they really like each other and are helpful. Good for teacher use at all levels, lower especially.
Do You Know What I'll Do? C. Zolotow Harper and Bros. New York, N.Y.	A little girl tells her baby brother all the things she'll do for him when the right time comes. The illustrations are lovely although it might be difficult to get across concept of doing it for someone else. It can be used for the activities itself, however. Teacher use for all pre-school levels.
Benny's Four Hats Bowmar Early Childhood Ser. Bowmar Publ. Corp. Glendale, Calif.	Benny puts on each of his four hats: rain, winter, baseball and cowboy; and then is shown in appropriate activity on another page. Good for asking question Why. Beautiful, simple photography and simple captions. Particularly good for early levels.
This Is My Family A Little Owl Bk. Holt, Rhinehart & Winston New York, N.Y.	Story of circus family with easy to read captions. Uses terms "children" and "parents." Introduces concepts of dog as part of the family, boys and girls growing to men and women, youngest and oldest. Excellent for reading in early primary levels. The best presentation of what a family is made up of.
Little Fur Family M.W. Brown Harper & Row New York, N.Y.	Simple colored illustrations of a bear family and its daily activities. Includes idea of a fur coat and sneezing. Especially good for pre-school.
Through The Day Bowmar Early Childhood Ser. Bowmar Publ. Co. Glendale, Calif.	Each page has a movable part. Goes through activities in a child's day. Some in school, some in home, some at play. Very good for pre-school.
Families Live Together E. Meeks & E. Bagwell Family Life Ed. Program Follett Pub. Co. Chicago, Ill.	Marvelous color photographs of families, beginning with animal families and then many pages of family activities. Includes such concepts as helping each other, a new baby, anger, getting hurt and family outings. Appropriate for many of the model topics. Teacher use, although it could be read by children with good language.

Morning and Evening Bowmar Early Childhood Ser. Bowmar Pub. Co. Glendale, Calif.	Delightful colored photographs in each of these two books about the sorts of things that happen at home in either the morning or evening. The captions are simple enough for older level children to read, but they are excellent at all ages for greater awareness of what morning and evening are like.
Father Is Big Bowmar Early Childhood Ser. Bowmar Pub. Co. Glendale, Calif.	The bigness and strength of father is illustrated with good colored photos and easy captions. Appropriate in several categories for pre-school level.
My Special Day J. Fiedler Big-Tell-A-Tale Series Whitman Pub. Co. Racine, Wisc.	Colorful pictures follow a little girl through an ordinary day. It's special because she does what she wants to.
SSSSh! T. Whitman See and Say Ser. American Book Co. New York, N.Y.	A book without words that relates the unhappiness of a boy who is told to be quiet by every member of the family because the new baby is sleeping. Finally the baby wakes up and the boy is happy. Excellent for teacher use at pre-school level.
The Joke Is On You T. Whitman See and Say Ser. American Book Co. New York, N.Y.	A book without words that pictures a boy coming home with a very wierd mask and scaring his cat, his sister and his dog. But the dog bites a hole in the seat of his pants instead of getting scared. Excellent for teacher use at all levels.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Recipes	Learn to follow simple recipes. Start with something simple such as jello. Write the recipe on a chart, later put on recipe card and keep in a recipe box.

Pretending	In a box have cards that have a picture of and/or written directions such as "Pretend to answer the telephone" on the back. The child acts it out and the others guess what he's doing. To separate inside and outside activities, have some cards shaped like a house and others like a tree.
Picking Presents	Using mail-order catalogues have each child choose an appropriate present for a mother, a father, a boy, a girl and a baby. It may be clothing, toys, tools or whatever the child wants. Have an oaktag present with a slit in it appropriately labeled to put the presents in. As a group, discuss each one's choices after everyone is through.
What did I Change:	The teacher or a child has the other children look him over, then he goes out of sight and takes off his watch, or unties his shoe, or buttons the top button, etc. When he returns the other children guess what he changed.
Boxes of Things Used by Mommy, Daddy and Baby	In the play corner have 3 large boxes, one labeled Mommy, one Daddy, and one baby. In mommy's box have such things as curlers, jewelry, and empty perfume bottle, white gloves, knitting needles and yarn. In Daddy's box have such things as a pipe, wallet, a hammer, a flashlight, keys and a necktie. In baby's box have such things as a bottle, a rattle, a baby's dish and spoon, a knit bonnet and an empty can of baby powder. These can be talked about in a more formal way or played with casually.
Thing That are Alike	Teacher asks children to bring in items which are alike such as keys of different shapes, buttons of different kinds, a sock or stocking for each member of the child's family.
Things to Taste	Have children taste things that are sour and sweet.
Inviting Parents	Invite a parent with an interesting occupation such as a policeman, a doctor, a nurse, a musician, to come to class and talk about what he does and show some of the things he uses.

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Dramatizing Stories	For example, The Three Bears, The Three Little Pigs, Jack and the Beanstalk all are loved by children, illustrate family activities although absurd, and lend easily to being dramatized. After presenting a story (with a book, with flannel board and/or with a filmstrip or movie) so that it is clearly understood, have the children act out parts of it.
I Went to the Grocery Store	Played like "I packed my Grandmother's Trunk" but have children use foods. The memory training is good and it promotes paying attention to each other. Do not ask for alphabetical order as in the grandmother game. This can be used with other stores such as pets, or clothing.
Guess What I'm Doing	Like charades. Have child act out washing his face, sweeping the floor, talking on the telephone, etc. The other children guess what he is doing.

FIELD TRIPS

Daddy's office or shop	Prepare the children with some ideas of what they will see. If possible, let the children "try out" things such as typewriters or simple machines.
A child's home	This can be done more than once if transportation is no problem. One might be chosen because of a new baby and all the necessary equipment. Another time choose a home where the mother will leave everything undone so the children can really help. The home with a large variety of pets would be a good choice.
Special stores	Any number of stores can be visited, but some will be more helpful to you than others. A donut shop was very successful. Make sure the store knows what you want to see before you go. A smaller store is usually better than a big one. A shopping center could be visited and each of a variety of stores looked at briefly to point out the differences between hardware, drug and shoe stores, etc.

HOME REINFORCEMENT ACTIVITIES

Identify rooms and objects at home with labels. Go slowly at first; play a matching game.

Help the child learn names of family members both orally and in writing by: sorting clean clothes, putting names on drawers or rooms of each person, having child fetch or give things to other family members, making photograph album and labeling particularly grandparents, aunts, etc.

Make a clock that has pictures of main, regularly occuring activities of the day at approximate time they occur. Refer to frequently.

Make a large monthly calendar to draw or paste on pictures of child's activities before and/or after they occur. Makes talking about an activity such as grocery shopping meaningful to the child. Child can anticipate something before he has language for it.

Visit daddy's office.

Visit farm to observe new born animals with mothers.

Have a picnic one day, a cook-out another.

When something special happens, make a short experience story with pictures and simple sentences. A polaroid camera is fairly essential for this.

Help child learn mother's role in the family by helping with mothers's activities such as dusting furniture, baking cookies, setting table, etc.

Help child learn father's role in family by helping with father's activities such as raking leaves, fixing something, washing car, etc.

Teacher and parents must have frequent communication about what goes on at home and at school and parent should try to duplicate activities at home whenever appropriate. For example, if at at school the topic is grandparents, arrange a visit if possible or phone call or post card from grandparents. If jello is made at school, jello should be made at home, but a different flavor perhaps.

MUSIC, RHYTHM AND POETRY

Songs that are simple and applicable to this unit are included without the tunes. Some of these are taken from song books, other from records. In general the records are usually too fast, too high, and too confusing. By changing some of the words, or leaving out parts, many songs are more appropriate.

"Clock Song"
Play and Sing
Hayes School
Pub. Co.
Wilkinsburg, Pa.

(can be done with rhythm sticks)

The old clock said tick tock, tick tock,
tick tock, tick tock, tick tock.
The old clock said tick tock, tick tock,
tick tock, tick tock, tick tock.
It's time for work, it's time for play,
tick tock, tick tock, tick tock.
That's what I heard the old clock say,
tick tock, tick tock, tick tock.

"I'll Make a Scarecrow"
Singing Fun
Webster Div.
McGraw-Hill Book Co., N.Y.
L. Wood

I'll take my daddy's coat
I'll take my daddy's hat
I'll make a scarecrow
Just like that!

"How Many People Live at Your House?"
Singing Fun
Webster Div.
McGraw-Hill Book Co., N.Y.
L. Wood

How many people live at your house?
How many people live at your house?
One, my father; two my mother;
Three my sister; four my brother
There's one more, now let me see!
Oh yes, of course, it must be me!

"Ha Ha Ha" *Music for Children With Special Needs* Bowmar Records Inc. N. Hollywood Calif.	Ha, Ha, Ha! Happy we are Father, Mother, Sister, Brother 'Specially me!
"Fun With Daddy" *Sing a Song* R. McLaughlin Bowmar Pub. Co. Glendale, Calif.	Going fishing, going fishing, Fishing with my daddy. Nothing better that I like Than fishing with my daddy. (Other verses: hiking, swimming, etc.)
"The Grocery Store" *Sing a Song* R. McLaughlin Bowmar Pub. Co. Glendale, Calif.	What shall we buy at the grocery store? What shall we buy at the grocery store? Soup and soap and peanut butter We will buy at the grocery store.
"Let's Build a House" *Sing a Song* L. Wood Bowmar Pub. Co. Glendale, Calif.	Let's build a house, let's build a house Let's build a house, and work, work, work. I'll use a hammer, I'll use a hammer I'll use a hammer, and saw, saw, saw. (Other verses: saw, paint brush, etc.)
"This Is The Way We Wash Our Clothes" (source unknown)	This is the way we wash our clothes, wash our clothes, wash our clothes This is the way we wash our clothes, early in the morning. (Other verses: iron our clothes, go upstairs, brush our teeth, comb our hair.)

SPECIAL LISTENING ACTIVITIES

What's Its Name? J. Utley The Maico Co.,Inc. Minneapolis, Minn.	Auditory training record and guidebook with pictures. The Three Bears is read slowly with slight exaggeration. Pictures are very good but not colored. Suggest using it as another presentation of the story but not as the primary way. Woman's, child's and man's voice recite Baa Baa Black Sheep. Pictures are of a man, a woman and a boy. Teacher can easily make her own tape with more variety. Idea of discriminating voice qualities is good. A few sounds of home are also included on this record, but it goes very fast.
Mary Jane's Holiday Basic Training in Auditory Perception, Vol.II Concept Records New York	This record portrays the noises that occur on a day that Mary Jane stays home. One noise is imposed on another. Excellent for the less severely impaired.
Peabody Language Development Kit Level P American Guidance Service, Inc. Circle Pins, Minn.	Several of the records included in this kit can be used, particularly with the less severely impaired. Sounds of people walking, clapping, coughing is good. There is a comparison of a man's, woman's, grandmother's, etc. voices. Part of the sounds heard in our homes and made with toys also might be used. There are illustrations in the kit to go with these records.

SPECIAL SCIENCE AND/OR MATH CONCEPTS

Addition	Use the variety of numbers of people in each child's family to practice adding: 1 John 2 sisters 1 brother 1 mother 1 father 6 people

Comparisons	Use people in family for concepts of most, fewest, biggest, smallest, fattest, thinnest, etc.
Counting	Have child count the windows in his house, beds, rooms, floors, doors, chairs, etc.
Size	Bring articles of clothing to school that are appropriately sized for different members of a family, such as socks, belts, etc.

VISUAL MATERIALS

Nebraska Transparency Sets U.S. Office of Education Washington,D.C.	Very good series of 3M Overhead Transparencies on food. Gives different forms of each, such as cottage cheese, cream cheese, brick cheese and cheese spread. Better coloring would make them clearer. Very good series on clothing for men and women. Gives detailed possibilities such as tie clip, tie pin and cuff links. Very good series on tools that fathers might use.
About Myself Bowmar Picture Story Set 1-B Bowmar Pub. Co. Glendale, Calif.	Eight large colored photographs, approx. 15" x 20". Four of different sized families, four of different kinds of homes. Besides being different ethnically and in size, each family is engaged in a different family activity. Excellent as language stimulation for all levels.
Sequent-A-Sets	Kit A - Set 1 Four pictures of a boy falling down the stairs because someone carelessly left a top on the stairs. Teaches sequencing as well as need for picking up toys. Teacher can easily make up her own sets.

Robert and His Family S.V.E. Educational Filmstrips Society for Visual Education, Inc. Chicago, Ill.	The filmstrips (four of them) are very good for use with this entire unit. One follows just such a day with Robert. The other three are appropriate for other parts of the unit. The cassettes that come with the filmstrips are probably good for the least severely impaired only.
Our Puppy Golden Book Filmstrip Ser. McGraw-Hill Book Co.	Follows the day's activities of a dog with a boy and girl going through their daily activities. It's fun, but only with younger children.
The Three Bears The Three Little Pigs Primary Grade Stories, Set C Filmstrips McGraw-Hill Book Co., N.Y.	These two filmstrips of these favorite stories are very good. The captions can be understood by older children with good language, but the filmstrips can be used very successfully at pre-school level. The teachers might want to eliminate some of the story for younger children.
Words and Action F. & G. Shaftel Holt, Rinehart & Winston New York, New York	Large 18" x 24" black and white photographs presenting role playing problems. Excellent for stimulating language about feelings. The ones mentioned are particularly appropriate for examining feelings in families. Best used for older primary levels. Best pictures in series include: #1, The Spilled Groceries; #5 Caught in the Act; #6, Buying Shoes; #9, Television Time; and #13, The New Dress.
The Family Milton Bradley Flannel Board Aid Milton Bradley Springfield, Mass.	Flannel figures of family members and a variety of objects and appliances found around the home. Useful in a variety of ways with this unit.
My Home and Family Instructo Activity Kit 1033 Instructo Products Co.	Contains people in family, furniture, pets, and background scenes for a living room, kitchen, and bedroom. Plastic stands are included so that everything can be made to stand up. Clear and sturdy illustrations make this attractive to pre-schoolers.

Peabody Language Development Kits Levels K and L American Guidance Ser., Inc. Circle Pines, Minn.	There are many sturdy pictures in both of these kits that are clear and applicable to this unit. There are single pictures of individual things for naming and classifying, such as food or clothing. There are also larger pictures that stimulate discussions, such as a family gathered around a new baby, in Level K.

VOCABULARY

The vocabulary possibilities for this unit are endless. The teacher and parent should not be too restrictive in terms of variety of language used. The following list includes one, two or three examples in each of the various categories.

People

boy, man, baby
tall, short, fat
young, old, crabby
Mr., Mrs., Miss
child, grown-up, teenager
Family - mother, mommy, sister
parents, husband, daughter
Relatives - grandparents, grandfather
aunt, uncle, cousin
Activities - work, cook, fix
play, swim, go for a ride
take a bath, sleep, get up

Clothing

Names of articles of clothing
Materials - plaid, flowered, plain
smooth, rough, soft
wool, leather, fur
Descriptions - too small, long-sleeved, worn-out
beautiful, new, dirty
Activities - put on, tie, button
wash, iron, hang up

Food

Names of foods
Meals - breakfast, lunch, supper
snacks, picnics, treats
Descriptions - sour, delicious, sweet
hot, soupy, lumpy
Activities - eat, drink, chew
cut, bake, stir
pass the _____, do the dishes, clean your plate

Pets

Names of pets - dogs, fish, turtles
Descriptions - big, furry, fast
Activities - bark, swim, climb
feed, brush, walk
Homes - aquarium, cage, doghouse
water, rock, rug

SUPPLEMENTARY RESOURCES FOR UNIT

Where Is Home Early Childhood Series Bowmar Pub. Co. Glendale, Calif.	Excellent for use with pre-school children. Marvelous pictures of different kinds of homes.
Primary Reading Series Bowmar Pub. Co. Glendale, Calif.	Several dozen supplementary readers. Very small and inexpensive with simple pictures and easy reading. Many are concerned with home and family activities.
Little, Big, Bigger Early Childhood Series Bowmar Pub. Co. Glendale, Calif.	Compares through different size pages, the sizes of three houses, 3 cars, etc.
The Wonderful House M.W. Brown Golden Beginning Reader Golden Press N.Y.	Excellent presentation of question, Who lives here? Goes into a fantasy home at the end. Good at all levels.

The Littlest House The Biggest House Early Childhood Series Bowmar Pub. Co. Glendale, Calif.	These two books are simple, well-illustrated descriptions of a large city house and a small house which turns out to be a trailer.
Big Beds and Little Beds D. Seymour Early Start Pre-School Reader Wonder Books New York	Early reader with easy captions. Goes through different kinds of people beds and then animal beds. Stresses counting.
Peter's Brownstone House H. Colman Morrow Junior Books Wm. Morrow & Co. New York	This tells the story of a boy living in his grandfather's old-fashioned house and wishing he could live in a modern one. Good for older levels only.
Very First Words Holt, Rinehard & Winston	A picture dictionary that is not alphabetical centers around a mouse and his family. Things are labeled around the house and outdoors. Occasionally there are complete sentences used. Cleverly illustrated and useful for teachers and pupils.
Ready to Roll Book 1, Part I Open Highways Reading Prog. Scott Foresman & Co. Glenview, Ill.	The presentation of the story of the Three Bears is exceptionally good. It can be used by school-age children but is good for all levels since the pictures are sequenced so clearly.
Pockets L. Ozone Tell-A-Tale Books Whitman Pub. Div. Western Pub. Co. Racine, Ill.	This little book is great fun for the children and encourages counting of pockets. The illustrations are good and it provides a guessing game with pockets. Particularly good with pre-school.

One, Two, Three Bank Street Unit Readers The Macmillan, Co. New York, N.Y.	A very simple pre-primer presenting boys, girls, and dogs in and out of houses during routine activities. The reading is simple and should be easy to present to a kindergarten class with this unit even though this series is not used totally.
Big Sister and Little Sister C. Zolotow Harper & Row New York	Delightful, although pale illustrations, showing a big sister taking care of her little sister. The big sister is bossy, so the little sister hides. This concept would be difficult to get across, but could be tried with school-age children with more language.
What Can You Do With A Pocket? E. Merriman & H. Sherman Alfred A. Knoph New York	With an object found in a pocket, it shows how a child can pretend to be something. Cleverly done and fun to use with children.

MYSELF AND MY SCHOOL

RESOURCE UNIT

Myself and My School

Where is my school?

1. Do we walk or ride to school?
    - safety program
    - crossing guard
2. Which school is mine? (i.e., brother goes to Junior High School)
3. Near home? How many streets away?
4. Map study.
5. Description:
    - a. textures (brick, glass, etc.)
    - b. color
    - c. size (height - up and down
      inside/outside
      steps, elevator)

Who goes to my school?

1. to learn: boys, girls, brothers, sisters, parents (college), special classes.
2. to work : teachers, principal, custodians, cafeteria ladies, dental hygienist, nurse, librarian, bus driver, delivery men.
3. to visit: parents, grandparents, policemen, firemen.
4. other kinds of schools:
    - elementary
    - JHS
    - HS
    - parochial
    - private
    - religious
    - dancing
    - music
    - art
    - college
    - night school
    - vocational
    - dog obedience
    - schools around the world

What do we do at school?

1. lessons - math, science, art, gym, music, etc.
2. fieldtrips, programs

What is in my school? (expanded model)

1. rooms

What is outside my school?

1. playgournd - equipment
2. parking lot
    a. safety program
    b. delivery trucks and men
3. neighborhood
    a. stores, factories, industry
    b. working field trips
4. seasonal changes
    a. trees
    b. rain and snow - can we play outside?

Who else uses my school?

1. PTA
2. Scouts
3. Using other schools (i.e., swimming pool)

EXPANDED MODEL DESCRIPTION

What is in My School?

The model for this unit suggests ways to familiarize a child with the physical plant of a school and the people with whom he will come in contact. It is important for the hearing impaired child to feel familiar and knowledgable about his surroundings.

Rooms:

1. my classroom:
    a. suggested vocabulary list
    b. closets
        1.) for clothes - raincoat, umbrella, boots, sweaters, jackets (hoods), coats.
        2.) for supplies - rugs, scissors, toys.
    c. lavatories, sink, water fountain
    d. map study
    e. counting - children
    f. people's names - Dr., Miss, Mr., Mrs.
    g. What do Mother/Father do while I'm at school? - jobs.
2. cafeteria:
    a. Who works there? - cooks, delivery men.
    b. What is in the cafeteria? - refrigerator, stove, trays, etc.
    c. What do we eat for lunch? - foods.
    d. When do we eat lunch? - time.

3. boiler room:
    a. What does a custodian do?
        trash - cleanliness.
        heat - science: warm air rising, fans, hot and cold.
        snow removal - shovel, salt.
        broken windows, locks and opens building.

4. gym:
    a. What do we use? - equipment
        sneakers, shorts
        towel - showers
        lockers
        names of games
        weather - inside or outside
        teacher - for boys and/or girls

5. art:
    a. What do we use? - supplies
        special teacher
        when does she come? - time

6. music:
    a. instruments
    b. auditory training
    c. time - for lessons
    d. name of songs and games

7. office:
    a. the principal
    b. the secretary: telephone
        typing - jobs, whose mother types?
        attendance - who is sick?
    c. the teacher's mailbox

8. nurse's office:
    a. nurse - health, cleanliness, heights and weights - inches and lbs., growing - i.e., plants.
        eye test - direction
            eyeglasses
        hearing test - aids
        doctor - hospital - tonsils
    b. dental hygienist - teeth - brushing
        up and down
        good foods
        dentist - check ups

9. library:
    a. librarian - books
        matching numbers and letters, films, TV

10. other classrooms:
    a. older/bigger, younger/smaller chairs.

ART

Murals:	Use paint and collage. Any part of school or surroundings may be chosen as the subject.
Maps:	Make a map of the classroom or school or playground.
Clay modeling:	Make the school or classroom furniture.
Diarama:	Use a tinfoil cake plate and "plant" with grass or bird seed. Create a school and surroundings such as a toothpick jungle gym and flagpole, tongue depressor see-saw, window screening fences. Use toy cars and toy people.
Paper bag buildings:	Slip bag over cardboard. Cut out construction paper windows and doors.
Clocks:	Use a paper plate for the face. Connect construction paper hands with a brad in center of plate.
Textures:	Use sandpaper to sand wood smooth. Also you may paint on sandpaper.
Wood:	Little buildings can be made of hammer and nail construction. May be painted.

BOOKS

Country School Jerrold Blim William Morrow & Co., 1955	The beginning of the book deals with building a new school. The more important half is about getting lost in school in September. Good to alleviate fears about being new to a big school and to see the humor and relief in finding the right class.
We Like Kindergarten Clara Cassidy Golden Press New York, 1969	Good for young children to relate to their own school experiences. Charming pictures.

About School Helpers Hoffman and Hefflefinger Melmont Publishers Chicago, 1967	Good photos of all the helpers in a school with simple paragraphs describing their jobs.
The Two Friends Grete Mannheim Alfred A. Knopf New York, 1968	Black and white photos of first day at school; especially classroom jobs and making new friends.
My Schoolbook of Picture Stories Eleanor Mill A Kin/Der Owl Book Holt, Rinehart and Winston, Inc. New York, 1968	Excellent for Nursery-Kindergarten language stimulation. Large colorful pictures of school activities. No words. The facial expressions of the children incorporate many emotions; for example, the boy spilling juice is stunned, one boy is laughing, one girl is sad and another girl surprised.
Families Live Together Meeks and Bagwell Follett Pub. Co. Chicago, 1969	An excellent book on family life with a section of color photos on going to school--and the security of coming home again.
Jamie Visits the Nurse Seymour Reit My World Series for Early Childhood McGraw-Hill Book Co. New York, 1969	Jamie gets a paper cut and is fearful of going to the nurse. A good book to alleviate fears of the nurse. Big color photos of an art lesson, the teacher, a monitor and the nurse's office.
Great Big Schoolhouse Richard Scarry Golden Press New York	A thorough, child-oriented dictionary, not alphabetized, but categorized. Each item is clearly labeled.
The Dancing School Eleanor Schick Harper and Row New York	Delicate ink sketches about a ballet school--steps, clothes, friends. Some readable pages for first grade girls.
The Little School at Cottonwood Corners Eleanor Schick Harper and Row New York	A little girl visits all the rooms of a school and can't wait to go to school when she gets bigger.

What Mary Jo Shared Janice May Udry Albert Whitman & Co. Scholastic Mag. Inc. (See-Saw Books)	Shy Mary Jo can't think of anything to share with her class. Finally, she shares her father at circle time.
Here Comes Jimmy!, Here Comes Jimmy's Dog! Harry R. Wayne Little Owl Book Holt, Rinehart & Winston New York	Good supplementary first grade reader. Good pictures of emotions of parents, teacher and Jimmy when they try to send the dog home--from humor to anger.
A Friend Tom Whitman See and Say Series American Book Co. New York	Pictures only of two boys during a day at school. When one of the boys is sick, the other boy looks lost and lonely. He doesn't enjoy school until his buddy returns.
It's Mine Tom Whitman See and Say Series American Book Co. New York	Good for picture interpretation on sharing. No words. For young child having difficulty sharing.
Experiential Development Program. Benefic Press Chicago, 1968	This reading series covers most areas of school with pictures and paragraphs. Good for first grade reading. About Our School Chapters on the playground, school rules, a fire-drill, and a Halloween Party. Going to School Getting Ready - dressing On the Way - big and little children At School - adjusting or crying on the first day In Class - name tags, rhythm and painting In Our School People we meet in school: nurse, safety patrol, librarian, principal, cook, secretary, bus driver and custodian. In Our Class Topics: the salute to the flag, class leader, turtles, blocks, fish, plants, clothes and cleaning up.

	You and Your Friends This workbook has some good thinking activities that accompany the reading series.
Schools Around the World Patsy Scarry Silver Burdett Co. New Jersey, 1965	Photos of various schools (i.e., in different climates). Some of the pictures are outdated.
People Read The Bank Street Readers Macmillan Co. New York, 1965	Various stories are appropriate: "Good Morning" - people leaving in the A.M. - different greetings. Going to work and school. "Ann's Mother" - Ann works at school. Ann's mother works in the school cafeteria.
Around the City The Bank Street Readers Macmillan Co. New York, 1965	"The New Lunchboxes" - two red, new lunchboxes get mixed up.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Safety signs:	Use commercially available road signs such as those put out by Community Playthings, Rifton, New York. They are 3 feet high, wooden, and plastic coated for durability. Mixie the Pixie - A good source for dramatization of safety concepts. Put out by Forera Corp.
Role playing:	As suggested in Muriel Stanek's book "In Our School," children can take on roles as the children in the story do.
Dramatizing:	Mary had a Little Lamb.
Eraser Tag:	Child who is "It" balances a blackboard eraser on his head - the other children either sit in a circle on the floor or on chairs positioned

Bar Zim	Chalkboard	$ .89
Standard Toy Kraft	7-Day Action Box - includes spelling puzzles, clock, ABC flashcards, sewing cards.	1.69
Wolverine Toy Co.	Automatic flash cards - add, subtract, spelling, new math.	1.97
Romper Room	Magnetic Letters (capitals only)	3.19
	Let's Play School (flag, chalk, cards, pencil)	3.19
Kusan	Big Time Teacher - a plastic clock, hands and movements (visible) move.	.89
Playskool	Spelling Board - magnetic letters (capitals only)	3.29
	3-Way Table Desk - peg, blackboard and easel	6.47
Educards	Flashcards - numbers, phonics, card games, speech sounds, matching.	4/97¢
Milton Bradley	Candyland (colors)	1.88
	Bingo (numbers and letters)	.97

MUSIC, RHYTHM AND POETRY

Singing Fun Wood and Scott Webster Div. McGraw Hill 1954	"The Library Lady"
Fun While Learning Harold and Mary Jane LeCrone 1825 Viking Drive Houston, Texas	"Going to School" "Good-bye Mom" "Policeman" "Signal Light" "I'm Happy" Book includes good suggestions on art, rhythm and records.

SPECIAL LISTENING ACTIVITIES

Bowmar Early
Childhood Series
Bowmar Pub. Corp.
Glendale, Calif.

Each book in this series has a recording of the narration. Since the object is to follow the narration, the records are most useful with children who can read the books.

Title	Particular Pictures
Furry Boy	A rabbit in school
Three Baby Chicks	Chicks in schools
Friends! Friends! Friends!	Teacher Classmates Nurse Doctor
Listen!	Swings Class singing Scissors Story time
Watch me Outdoors	In the sandbox Noise of toy trucks
Follow the Leader	On the playground
Do You Know What?	New to school Art Circle
What Do You Say?	Different ways of saying hello and good-bye
Let Me See You Try	Good action words Rhythm work
Do You Suppose Miss Riley Knows?	Rudy's birthday.

Sounds I Can Hear
Scott-Foresman,Co.
Glenview, Ill.
4 vols: pictures, cards and chart.

"At School" - The record incorporates sounds on the playground, a rainstorm which causes the children to run inside to wash up (water running, paper towel crumpling), and indoor play (blocks crashing). For each sound effect, picture cards and a large chart are used for visual clues.

Rather than just isolated sounds, these records incorporate sounds in a story.

SPECIAL SCIENCE AND/OR MATH CONCEPTS

Hot and cold: Visit boiler room. Show furnace as source of heat for whole school. Examine radiators and diagram the process. Show that snow melts on the radiator.

Weights: Make a seesaw of cardboard or oaktag. Add pipe cleaner figures to show differences in weight.

Completion: A puzzle completed with transparencies called See Through Games. Number 11 is about school and home. Books in bookcase, record on player, clothes on hooks, cleaning items in closet, food in refrigerator, stove and oven. Published by Bank Street College of Education, Macmillan Co., New York, Childhood Discovery Materials.

VISUAL MEDIA

Peabody Language Development Kits Level I American Guidance Service, Inc. Circle Pines, Minn. 1965	People cards: doctor (13), teacher (A-17), school patrol boy (26), painter (A-24), nurse (22). Transportation cards: schoolbus (26). Activity cards: dressing for school (A-3), writing on the chalkboard (A-17).
Kit-a-Language Pre-Reading Skills Ginn & Co. Waltham, Mass.	Large cards include: walking to school, class pet show, zoo (for field trips). Medium cards include: bus driver, safety patrol, falling on playground, school nurse, teacher, policeman, waiting for bus in the rain.
People We Know Instructo Products Co.	The colored charts include: teacher, principal, librarian, dentist, doctor and nurse, policeman. These are twelve 11" x 17" pictures.

Share the Ball Society for Visual Education, Inc. Child Cooperation and Self-Discipline Chicago, Ill.	This filmstrip takes place on the playground. Three children fight over a ball. The gym teacher settles the argument and they play together. Some reading on child's level.
Living Together in School McGraw-Hill Filmstrips Learning Arts P.O. Box 917 Wichita, Ks.	All the filmstrips are in cartoon form and must be screened before showing to select the better frames. 405302 - Caring for School Materials - some selected frames on an art lesson and playground equipment. 405303 - Consideration for Others - only fair materials. Some selected frames re: clean-up. 405304 - Going to Assembly - generally good film about the principal and a play in the auditorium.
People in Action Fannie and George Shaftel Holt, Rinehart & Winston	18" x 24" black and white, sturdy photos with a good teacher's guide. Level A - the new child, the art teacher, an urban playground. Level B - lunch on the playground, safety patrol and the policewoman. Level D - torn library book, a broken window, after school baseball game, the boy's gym, gym teacher. Level E - lunch on the playground.
Words and Action Fannie and George Shaftel Holt, Rinehart & Winston New York	Role Playing photo problems, black and white photos, especially numbers 3 - block playing, 4 - playground slide, 10 - playground see-saw, 11 - playground jungle gym (monkey bars), 12 - reaching a ball, 16 - painting at the easel, 17 - spilled paint, 19 - Doctor and Nurse and heights and weights, and 20 - a new boy in school.

VOCABULARY

table
chair
steps
window
TV
basket
blackboard
card
chalk
crayons
coloring book
eraser - pencil
          blackboard
flag and flagpole
paintbrush
paper
paste, glue
pencil
rubberband
scissors
thumbtacks
paperclips
tape
book
bookcase
rug
door
floor, ceiling
desk
sink
stapler
lights

art teacher
gym teacher
music teacher
principal
secretary
custodian
cafeteria ladies
nurse
doctor
dental hygienist
aide
librarian
bus driver

policeman, woman
school patrol boy
school crossing guard

office
playground (equipment)
music, art
cafeteria
gym - sneakers
      shorts
nurse's room
library

MYSELF AND WHERE I LIVE

RESOURCE UNIT

Myself and Where I Live

Neighbors	The families who live nearby are called neighbors, neighborhood. Social concepts of sharing - car pools, swings, lawn mowers, playing in each other's yards; interaction. Social concepts of limits - boundaries, fences, respect for other's property, different neighbors do things with their own family.	
Streets and Transportation	Where I live:	child's address types of streets, roads, highways map study, distance - trips to school
	Transportation:	public transportation discuss need for different types (walking vs. flying) contrast of past and present types of vehicles.
Community Helpers	How they help Human resources that come to school Field trips to see their work	
Country and City	(expanded model)	

MODEL DESCRIPTION

Country and City

This model was developed to make the child more aware of where he lives, where other people live and how his surroundings differ from other people's surroundings. Few classes will be made up of children with entirely comparable backgrounds and experiences in regard to neighborhood ways of life.

Although the unit is entitled "City and Country," in today's way of life "suburbia" must be taken into account. It is the quiet neighborhood street and local shopping centers that most of our children will have in their own experience. The teacher should be familiar with each child's environment as well as the amount of travel and experiences with which his family provides him.

The unit should provide the child with language pertaining to his immediate environment as well as language and concepts concerning other types of environment. The authors of the unit were disappointed to find that existing filmstrips and other visual aids, although purportedly dealing with "country," actually deal almost exclusively with the farm and farm animals. Today farms are frequently hard to find and are not of the type usually presented. Although the farm is part of the country, the majority of people living in the country are not farmers and there are other important concepts to be brought out, such as: comparisons of types of water bodies (lakes, rivers, etc.); comparisons of types of housing (apartments, ranch, etc.); comparisons of country and city roads; comparisons of shopping facilities; distances; varieties of transportation; varieties of terrain, etc.

Some suggestions have been assembled, and, as always, each teacher must make adaptations for individuals and groups, taking the immediate locale into consideration.

ART

Paper bag buildings	Slip a shirt cardboard under a bag for stiffness; use construction paper for windows and doors.
Murals	To show contrast in heights.
Collage	To show contrast in texture: aluminum foil, wood, sandpaper, plastic, corrugated cardboard, metals - copper, iron, etc.
Maps	

Silhouettes	In black and white to create a skyline.
Drawings	As though from a height to illustrate how small people and cars look.
Group collage	Make a class collage by cutting appropriate part of each child's drawing. Or use different pictures the children cut out of magazines.

BOOKS

Bank Street Series Macmillan Co. N.Y. 1965	Very good basal reading series. Good supplement for a unit on the city. Especially relevant to the urban child.
Best Word Book Ever Richard Scarry Golden Press N.Y.	Words written in pictures of city and country to identify things found in each.
Childcraft Field Enterprises Educational Corp. Chicago, 1964 pp. 180-217	Good comparison pictures of old and new methods in farming, elevators, parking (horse vs. cars), street lights, street scenes, shopping facilities, drug stores, etc.
Old MacDonald Had An Apartment House Judith Barrett Atheneum N.Y., 1969	Funny attempts to raise vegetables in an apartment house and cows in a neighbor's apartment. Introduces such words as landlord, tenants, etc.
The Magic Friend-Maker Glady B. Bond Whitman Publ. Co. Racine, Wisc. 1966	Story tells how one little girl reaches out to another and finds a "magic friend-maker" in the joy of sharing experiences. Very colorful illustrations.

The Quiet-Noisy Book Margaret W. Brown Harper & Row N.Y.	Accompanying records: The Country Noisy Book The City Noisy Book Muffin is a dog who has exceptional hearing ability. The books follow his adventures and point out the noises he hears in a stimulating fashion.
The Little House Virginia L. Burton Houghton Mifflin Co. Boston, 1960	The story is about a house in the country and how the city moved in all around it. Later the house was moved out of the city back into the country.
Old MacDonald Had A Farm Mel Crawford Golden Press N.Y., 1967	Large and colorful illustrations.
Snow In The City Berta and Elmer Hader Macmillan Co. N.Y., 1963	An involved story but a good presentation of winter in the city. Illustrations good and numerous concepts presented.
Let's Take a Walk Aaron Heller Holt, Rinehart & Winston N.Y., 1963	Very good pictures of the city. No words. Using all of one's senses to feel the city.
Peter's Long Walk Lee Kingman Doubleday & Co. Garden City, N.Y. 1953	A little boy meets numerous farm and woods animals on his long walk to school. Story telling. Good illustrations.
The Cow Who Fell in the Canal Phyllis Krasilovsky Doubleday & Co. Garden City, N.Y. 1953	Adventures of a cow who fell in the canal and floated from the farm to the city. Very good illustrations.

At My House Lois Lenski Henry Z. Walch Inc.	Talks about the structural parts of a home. Cut-away illustrations of such things as heating and plumbing systems.
The Little Farm Lois Lenski Henry Z. Walch Inc. 1942	Gives an account of a farmer's day. Cute pictures in black and white. Easy reading for a beginner.
Dee and Curtis on a Dairy Farm Joan Liffring Follett Pub. Co. Chicago, 1957	Good photographs of the farm animals.
Farm Animals Grete Mannheim Alfred A. Knopf N.Y., 1964	Excellent photographs of animals.
Make Way for Ducklings McCloskey Viking Press N.Y., 1941	Excellent pictures of Boston.
Who Took the Farmer's Hat? Joan L. Nodset Harper & Row N.Y., 1963	Excellent pre-school book. A farmer's hat is blown away and he goes looking for it. It has been seen by several animals with various interpretations. He finds it being used as a bird's nest. Story telling and interpretation.
The Little Country School House Virginia H. Ormsby J.B. Lippincott Co. N.Y., 1958	Charming story of a little country school being outgrown and abandoned for a new buildings; but the new building was later outgrown and the old school revitalized.

The Red Carpet Rex Parkin Macmillan Co. N.Y., 1948	A red carpet rolls out of a hotel and through the city into the country and stops at the ferry just in time for the arrival of a visiting dignitary. Best for story telling.
This is New York M. Sasek Macmillan Co. N.Y.	Very clear descriptive illustrations of the city.
City in the Summer Eleanor Schick Macmillan Co. Collier-Macmillan Ltd. London, 1969	Jerry lives in the city and has no place to play except the roof of his apartment building where his friend, an old man, lets him feed his pigeons. Jerry yearns to find a cool breeze and space to run in the open. The story goes on to tell how the old man answers Jerry's longing. The illustrations are excellent.
Johnny the Fireman Rebecca Sprinkle Rand McNally Elf Book Ser.	A story about the Volunteer Fire Department. With illustrations.
My Skyscraper City Katrine Thomas and Penny Hammond Doubleday & Co. Garden City, N.Y. 1963	Photos by Thomas and verse by Hammond.
The Country Fair Tasha Tudor Henry Z. Walch, Inc. N.Y., 1940	Two children go to a fair. Delicate art work.
The City-Country ABC Marguerite Walters Doubleday & Co. N.Y., 1966	A Turn About Book. Alphabet is difficult. Pictures are good and contrasting.

The Wonders of the Seasons Eloise Wilkin Golden Press N.Y., 1966	Old-fashioned country pictures in the four seasons.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Model city	Make a model city and country scenes. A sand box is a good location for this. Use milk boxes for the buildings. The quart, half-gallon and gallon provide for varying size of buildings. Paper towel spools make good silos and hay may be stuffed into them to demonstrate their use. Pebbles can be gathered to make stone walls. Popsicle sticks are good for fence making. Plant seeds right in the sand box. Various types of houses and stores should be made. The gallon milk carton makes a good apartment house. Add cornstarch to poster paint to make it adhere to the waxy surface. Popsicle sticks and oak tag can be used to make the stop signs. The pull tabs from soda cans can be covered to make the traffic lights. When the models are completed, have the children bring their own Match Box Toys to school and use them. You will have a variety of types of trucks and cars and can open up the field of transportation. Perhaps there will be specialized trucks such as tow trucks and garbage trucks to compare. Also note the number of wheels in some of the heavy trailers.
Play School Village	Children will enjoy using this familiar toy to make a community scene.
Traffic Signs	(see visual aids) These realistic signs are fun to move about the room to change the traffic pattern. Make a black arrow to change the direction of the one way sign so that the children must really follow the direction of the sign. The stop and go are changeable.

Role playing	Have the children act out the work of a policeman, fireman, barber, etc.
Resource people	Human resource people may be able to visit the room. Policeman, telephone man, etc.
Maps	Older groups can make simple maps following a field trip to see nearby town lines. Teacher can help the class make a map showing where everyone in the class lives or pin-point a map of the area designating each person's house.

FIELD TRIPS

Canton - Bahre's Farm (Barnyard and farm).

East Haddam - Gillette Castle State Park. May through October. Under 12 free. Adults 50¢. Picnic park. Contrast of old and new housing.

Farmington - Old Grist Mill (1778). Farmington Museum and Hill-Stead Museum show past styles.

Glastonbury-Rocky Hill ferry - Actually tug-barge, an idea of different types of transportation.

Greenwich (Cos Cob) - Bush-Holly House (1685). Home, barn including tools and household utensils.

Hartford - Dolly Madison cruise. For a boat ride.

Hartford - Mark Twain House (1873-74).

Hartford - Traveler's Tower. Tallest building in the state.

Mystic - Mystic Seaport.

Mystic - Denison Homestead (1717). Children free. An example of eleven generations of a family.

New Haven - Pardee-Morris Homestead. Includes a coach house and coaches.

New Haven (East Haven) - Branford Trolley Museum

New Haven Green - Powder House Day. Monday nearest April 24 at 1:30. A parade with full costume.

Newington - Emerson's Zoo. Includes old fire engines.

Stamford - Hoyt Farmhouse. Included are tools, costumes and household equipment.

Storrs - U.Conn. Farm. Distinct barns for each type of animal; especially good in the spring when the young are born.

West Hartford - Viking Bakery, or check your closest bakery for a tour.

Windsor Locks - Trolley Museum. Rides in April to November only. Includes old trains.

Willimantic - Nathan Hale Homestead. The house includes a schoolroom, library and court.

A country ride	Mountains, rivers, lakes; differences in housing, traffic, and roads (dirt or paved).
A city ride	Stores, apartments, commercial buildings, traffic, parks, policemen, visit to a tall building.
Shopping Center vs. Department Store	Many specialized stores vs. everything in one store.
Visit to a country store.	
Trips to find comparisons	Of a brook, river, lake etc. (quiet, rushing concept).
Types of Houses	Children bring pictures of home to compare types of houses: ranch, 2 story, 2 family, apartment, etc. Visit the various types of homes.

Trips to a Restored Colonial Town	Mystic, Deerfield, Sturbridge. To visualize the kind of living in the past - housing, tools, transportation, etc.
Comparison of Covered and Modern Bridges	Trips to see a covered and a modern bridge. Point out smaller bridges (draw bridge or trestle bridges).
Hay rides	
Sleigh rides	
Visit a Supermarket	Popular Supermarket will take school children on a guided tour "behind the scenes."

HOME REINFORCEMENT ACTIVITIES

Any trips suggested as field trips which would be too distant for a class trip can be suggested as home reinforcement. Vocabulary and preparation can be done in class and then ask the family to make the trip.

Ask the family to find pictures or take photos of and talk about previous and future trips.

Have them reinforce vocabulary by taking trips to the spots mentioned in vocabulary, i.e. ocean, lake, etc.

Trips to relatives (and photos).

Encourage child to bring post cards from the places the family has seen.

When the occasion arises: see the local Volunteer Fire Dept. in action as a contrast to the City Fire Dept.

If too far from school, have the family visit the airport, bus depot, or train station.

A short train trip for an excursion (i.e., Hartford to Springfield to visit Forest Park).

Roadside stand for vegetables.

The town reservoir, dump, and/or incinerator (pollution.)

MUSIC, RHYTHM AND POETRY

Old MacDonald Had a Farm (source unknown)	
Singing Fun Wood and Scott Webster Div. McGraw Hill	"My Family and My Town" "The Filling Station Man" "Policeman" "Five Little Firemen" "Our Milkman" "The Library Lady" Records are also available, but these particular songs are not included on them.
More Singing Fun Wood and Scott Webster Div. McGraw Hill	"Ferry Boat" "Ferry Boat is Coming"
Sing a Song - of Holidays and Seasons, Home, Neighborhood & Community McLaughlin & Wood Bowmar Pub. Corp. Glendale, Calif.	Accompanying record of the same title includes the following songs: "Our Helpers"(Knock at door - grocerman, milkman, mailman) "A Letter" (How it travels - by steamship, airplane, to the pack) "The Milkman" (Clinking bottles, he brings milk, cream, butter, takes the empties, and stands up when he rides) "The Grocery Store" (adaptable to other foods and stores) "The Steam Shovel" (good for movement) "Fire Song" (good for bell and siren sounds)

SPECIAL LISTENING ACTIVITIES

Sounds I Can Hear Scott Foresman Co.	Excellent auditory training album. The farm animals and city sounds offer a chance for discrimination, matching cards with sounds and sequence stories.
What's Its Name? Jean Utley Maico Auditory Training Album Maico Co., Inc. Minneapolis, Minn.	Recorded especially for What's Its Name?: A Guide to Speech and Hearing Development. Side I - good quality isolated sounds of animals. Side II - good quality isolated sounds of animals. Side III - slow, distinct reading of Little Boy Blue, Jack and Jill, Little Jack Horner. Side IV - same male voice distinctly reciting the Three Bears.
A Trip to the Farm Eye Gate House, Inc. Jamaica, N.Y.	This record that accompanies a filmstrip is of some value to small children. The sounds of basic farm animals are good except for the puppy. The record continues and incorporates the sound of going home and getting ready for bed which proved very difficult and lengthy for the young deaf child.

Recordings suggesting noisy bustling city:

George Gershwin	American in Paris
Richard Rogers	Slaughter on Tenth Avenue
Ralph Vaughn Williams	The London Symphony
Eric Coates	London Suite
Herb Alpert Arrangement	Tijuana Taxi
Grofe	Grand Canyon Suite

Pastoral music suggesting quiet country atmosphere:

Debussy	Prelude - Afternoon of a Faun
Beethoven	Symphony #6 in F. Major, "The Pastoral"
Emanuel Chabrier	Suite Pastoral
Ralph Vaugh Williams	Fantasia on "Greensleeves"
Saint-Saens	"The Swan"

SPECIAL MATH AND/OR SCIENCE CONCEPTS

Compare the differences between stream, brook, lake, river and ocean. If class is mature enough, teach their relationships.

Concept of woods and forest.

Contrast weeds and grass.

Special names for the young of animals (colt, duckling, kitten, etc.)

Directions. One-way streets, elevators go up and down.

Quiet and rushing as it pertains to the various bodies of water.

Size comparisons. High and low. Big and little.

Simple geography. Where do you live? We don't all live in the same town. Take a trip to point out town lines that are nearby. Note housing numbering. Children should learn their own address.

Distance. Can you walk to school? Why do some have to come in a car or bus? Could they get to school on time if they walked? Point out the use of the wheel to aid in covering distance fast. Use tricycle to illustrate.

Note the number of wheels on various vehicles - from a wheelbarrow to a tractor trailer.

Count the number of floors in tall buildings.

Plant seeds in a jar or sandbox.

Pollution. City air / country air.

Collecting refuse. Dumps, incinerators, barges.

Traffic signs: caution/stop/go concepts
slow and fast concepts
associating numbers with degree of speed

VISUAL MATERIALS

"A Trip to The Farm" Think-Listen-Say Series Eye Gate House Filmstrips Jamaica, N.Y.	Simple cartoon pictures of basic farm animals. Suitable for early pre-school. Accompanied by record which could be used.
"Sounds Around Town" Sights & Sounds Series Eyegate House Filmstrips New York, N.Y.	Good suburban pictures including community helpers and a variety of stores. Accompanying record is poor.
"Sounds in the City" Sights & Sound Series Eye Gate House Filmstrips Jamaica, N.Y.	Good shots of the city but repetitious and lengthy. Record poor.
"Sounds on the Farm" Sights & Sound Series Eye Gate House Filmstrips Jamaica, N.Y.	Good pictures of farm animals. Also repetitious and lengthy. Doesn't include harvesting aspect. Record poor. This series is accompanied by large color pictures to match key pictures in the filmstrips. These are very good.

"In Our Town" Our Wonderful World Series Eye Gate House Filmstrips Jamaica, N.Y.	Very little value. Record also poor.
"Along the River" Our Wonderful World Series Eye Gate House Filmstrips Jamaica, N.Y.	Good for concept of the river. Has some extraneous pictures.
"Homes We Live In" Jam Handy Filmstrips Ginn & Co. Waltham, Mass.	Very good comparison of types of housing, such as apartments, ranch, trailers, etc. Also shows homes of the past, log cabins.
"Living In a Big City" Jam Handy Filmstrips Ginn & Co. Waltham, Mass.	Good presentation of the city.
"Living On a Farm" Jam Handy Filmstrips Ginn & Co. Waltham, Mass.	Deals with crop farming, farmers' market, and rural living. No animals. Good.
"Living In a Town" Jam Handy Filmstrips Ginn & Co. Waltham, Mass.	Good for neighborhood living although it still doesn't capture suburbia.

"I Can Read Signs" (filmstrip) Urban Media Materials P.O. Box 133 Flushing, N.Y.	A detailed and clear presentation of: 1.) interpreting number signs - supermarket, street addresses, telephone, etc. 2.) signs of warning - fare alarm box, siren and revolving light, etc. 3.) transportation directions - subway, bus, etc. 4.) signs around the city - one-way, school zone, etc.
Sounds and Patterns of Language Kit Holt Rinehart & Winston N.Y., 1966	Large diarama sheets on magnetic board. There are movable people and objects to change the action. Country, city and playground diaramas. Very useful.
Three Foot High Traffic Signs Community Playthings Rifton, N.J. (8 for $22.50)	Stimulates a great interest in reading traffic warnings and following the directions.
Instructo colored pictures (5 in a pack)	"In the City" "People We Know" "Places We Visit"
Kit-a-Language Ginn & Co. Boston, Mass.	Large color pictures to stimulate discussion and picture interpretation. Supermarket, roadside stand, park, city, country, fair, farm, etc. Excellent.
Instructo Classification Game	Classify which items go with the grocery store, toy store, etc.
Peabody Language Kits American Guidance Service, Inc. Circle Pines, Minn.	Appropriate pictures in each of the levels. Teachers will need to choose according to the level of individual class.

VOCABULARY

country
barn
animals
pigs
ducks
horses
cows
chickens
rooster
goats
sheep
lambs
rabbits
fields
lake
mountains
tractor
grass
river
ocean
weeds
brook
bakery
pet shop
clothing store
traffic
traffic light
skyscraper
store
fire hydrant
people
truck
taxi-cab
bus
city
cars
policeman
school
shopping center
subway
train
airplane
airport
bridge
drug store
shoe store
cleaners
barber shop
grocery store
furniture store
police car
nickel
penny
radio
railroad
badge
fire engine
ladder
fire station
whistle
mail
post office
hospital
nurse
school
scissors
hair cut
books
book store
heauty shop
laundromat
many stores
part the car
buy something
shelves
shopping cart
purse
money
quarter
dime
siren
stop sign
street
fireman
fire
hose
water
mailman
mail box
barber
doctor
doctor's office
teacher
comb
library
librarian
toy store
record shop
many cars
many people
go shopping
counter
window
cash register
wallet
dollar

SUPPLEMENTARY RESOURCES

Who Built the Bridge? Norman Bate C. Scribner & Sons N.Y., 1954	There are some very good pictures of how a bridge is built. The construction is traced through various steps and answers some questions children may have--such as, how are the first pillars constructed?
At The Dry Cleaners Lucille Dean Melmont Pub., Inc. Los Angeles, 1955	The photos in this book would be good for a follow-up after a field trip to a dry cleaning plant. Very realistic, black and white photos trace the clothes from the store through the cleaning process.
The Boats on the River Marjorie Flack Viking Press N.Y. 1946	Large watercolors trace the beginning of a river to the harbor where various types of boats and bridges are shown. Good pictures only.
Let's Find Out About the Clinic Robert Froman Franklin Watts, Inc. N.Y., 1968	The reading is difficult in this book, but the pictures approach a health check up with humour and would be good to relieve some fears before and after a visit to the doctor.
What Do They Do? Policeman and Fireman I-Can-Read-Book Harper Bros. N.Y., 1968	Good for pictures' interpretation of what these community helpers actually do.
What Do They Do? Doctors and Nurses I-Can-Read-Book Harper Bros. N.Y., 1968	Very thorough sketches of the duties of doctors and nurses including the hospital.

More Friendly Helpers Hoffman and Hefflefinger Melmont Publ. Inc. Los Angeles 1954	Slightly dated but good pictures of the people who come to the house (the milkman) and where we go (i.e., the cleaners). Select reading on the first grade child's level.
What is a Community? Edward and Ruth Radlauer Elk Grove Press Chicago, 1967	Pictures are quite small, but the detail is good of community places.
I Live in A City Muriel Stanek Experiential Development Program Benefic Press Chicago, 1968	Good pictures and some reading on Grade I level. Available in Spanish-English. "My Neighborhood" - examples of different housing. "The Shopping Center" - really of a supermarket. "We Are Proud of Our Neighbors - civic pride and cleaning up. "Our Beautiful City" - different buildings in a city.
Our Class Muriel Stanek Experiential Development Program Benefic Press Chicago.	Class trip to the firehouse and how they write up an experience chart.
All Kinds of Neighbors Howard Wellesley A Little Owl Book Holt, Rinehart & Winston,Inc.	There is great humor in this book describing all different types of people who might live nearby. The reading would be first year level. For example: Some neighbors bake cookies (picture of family baking). Some do not (picture of woman leaving a bakery).
I Know a Mayor Barbara Williams G.P. Putnam's Sons N.Y., 1967	The photos of a second grade class's trip to City Hall might be useful.

Dear Garbage Man Gene Zion Harper & Row	Stan, the Garbage Man, hasn't the heart to throw anything away that he collects on his rounds. He redistributes the garbage only to find it out for collection again the next day. Humorous book on a not too often written about community helper.
The Sign Book William Dugan Golden Press N.Y., 1968	Traffic signs and their warnings are well illustrated. Also includes hot and cold, don't litter, wet paint , U.S. Mail, barber, in and out, and more. Reading is difficult-pictures of value.
Billy's Neighbors Alta McIntire Follet Pub. Co. Chicago, 1957	A good source for unit planning. The book includes suggestions for music, stories and activities. Dictionary included. Some reading on the child's (Grade I) level.
Read and Write - Workbook (to accompany Ready to Roll) Scott, Foresman & Co. Glenville, Ill. 1967	Some valuable pages on the City in this workbook: p. 16 - labeled overall view of a town. p. 42-43 - "The Smiths Go to the City" - pictures and story of lunch on a train, museum (dinosaur), observation deck of skyscraper.

MYSELF AND TIME

RESOURCE UNIT

Myself and Time

"What is time? Time is from before to now; from now to later. Time is seconds, minutes, hours, days, weeks, months and years. It is hands going around on clocks and watches. And it is pages being turned on calendars. Time is when."*

Day and Night

1. What are the differences between day and night?
    - a. Who works in the day, who works at night?
    - b. What provides light for day and night?
    - c. Does the temperature change?
    - d. Can we see in the dark? Can animals see in the dark?

2. How is a day divided?
    - a. Morning, noon, evening.
    - b. What activities are associated with each division?

The Calendar

1. Days of the week
    - a. Names.
    - b. "Week ends" and how they are different from days of the week.

2. Concept of year.
    - a. How many months.
    - b. Names of months.

3. Seasons (expanded model)
    - a. Names.
    - b. Characteristics of each season.
    - c. Activities associated with each.
    - d. Clothing associated with each.
    - e. Animals and insects associated with each.
    - f. Food associated with each.

Special Days

1. Holidays
    - a. How do we celebrate them?
    - b. Why do we celebrate them?
    - c. How did they come into being?

2. Celebrations (local, religious and family)
    - a. What do they mean?
    - b. How do we celebrate them?
    - c. Why do we celebrate them?

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*"Time is When" by Beth Youmen Gleisk, Rand McNally & Co., a very good book covering seconds to years and incorporating the concept of seasons.

3. Vacations
    a. What are vacations?
    b. When do we have vacations?
    c. Why do we need vacations?
    d. What do we do on vacation?

Routines
1. Yearly activities
    a. Trips.
    b. Medical check-ups.
    c. Holidays.

2. Monthly activities
    a. Hair cuts.
    b. Trips to library, magazines, bills.

3. Weekly activities
    a. Grocery shopping.
    b. Lessons.
    c. Church and/or Sunday School.
    d. Wash hair.

4. Daily activities
    a. Getting up and going to bed.
    b. Going to school, work or staying home.
    c. Mealtimes - breakfast, lunch, supper, snacks
    d. Afternoon or after-school activities.
    e. Baths.
    f. Storytime.

5. The clock
    a. What is an hour?
    b. What is a minute?
    c. What is a second?

MODEL DESCRIPTION

Summer

The subject of the model for this unit--summer--is one which is not often covered during the school year. It would be appropriate for use during a summer school session or perhaps adapted for fun and variety in mid-winter.

Summer

1. What is the weather like?
2. What kind of clothing do we wear?
3. What activities take place in summer?
4. What are summer's special days?
5. What animals and insects do we see?
6. What special foods do we eat? (fruits & vegetables)

ART

Pressed flowers:	Pressed flowers, leaves, ferns and vines: Take two sheets of newspaper folded in half to make four thicknesses. Arrange some materials on half of folded page. Fold other half over the flowers and slip newspaper folder into magazine. Put a board on top of magazine and add weights (bricks or books). After 24 hours remove weights and place flowers in folds of fresh, dry newspaper. Replace in magazine and add weights. Repeat this process for several days until flowers are completely dry. Store pressed flowers between pieces of paper toweling in manila folder until ready to use. Suggested uses: flower pictures, lamp shades, note paper, decorated boxes, under glass, wall hangings, etc.
Pressed seaweed:	Float seaweed in large pan or sink. Remove with stiff cardboard to retain floating form. Lay on newspaper and add newspaper on top. Add weights and allow to dry.
Wall plaques:	Glue treasures from beach combing on piece of wood.
Shell turtles:	Use walnut shells for turtles. Glue on paper head, legs, and tail.
Colored Queen Anne's Lace:	Place stems in water containing dye which works up into flowers and colors them.

Splatter Paint: Place ferns and leaves on paper or cloth. Dip toothbrush into water color and scrub lightly over screening.

Collage: Use: things found at the sea - shells, sand, seaweed, twigs; pictures of summer activities.

Sand painting: Make patterns of glue on paper. Sprinkle with sand and then pour off the excess.

Mural: Each child chooses what summer idea he wishes to express.

Caterpillars: Make from egg cartons. A single row with pipe cleaner antennae and paint.

Imaginary bugs: Have children create their own bugs by twisting pipe cleaners. Cover wing and body space with colored tissue paper.

Texture painting: Mix paint with sand for textured paintings.

Composites: Build a composite in a box. Build day by day depending on language that is developing.

- a. ground (sand, moss, leaves, stones, dirt, twig) can be made on blue construction paper to allow for water - perhaps a foil riverbed with water.
- b. construction paper tents.
- c. walnut turtles.
- d. pipe cleaner people.
- e. dye rice yellow for fireflies.
- f. swimming area with diving board.

BOOKS

Bobby Follows The Butterfly C. Steiner Macmillan Co. N.Y.	A little boy follows a butterfly out of his house and discovers many other insects as he continues his pursuit. Also, concept of living developed through the contrast of the flight of the real butterfly and a painted butterfly on a plate.

Pip Camps Out Myra B. Brown Golden Gate Jr. Books San Carlos, Calif.	Story of a boy who sleeps out in his yard in a sleeping bag. Things he sees and hears, some scary. Daddy comes out to sleep with him. Could be acted out.
The Sun: Our Nearest Star Franklyn Branley Thomas Y. Crowell Co. N.Y.	Book describes the sun as much, much bigger than . . . , and much, much hotter than . . . . Teaches that the sun is a daytime star, is a sphere, is far away, and gives us light and warmth. Describes a plant experiment to show that plants need the sun. Straight forward, fairly simple language.
The Day We Saw The Sun Come Up Alice Goudey C. Scribner's Sons	The story of a boy and girl who rose before the sun, describing their activities during the day in relation to the sun, until sunset. Covers concepts of clouds blocking sun, the earth's revolution, day, night. Language somewhat complicated but pictures are good for drawing language and concepts.
On a Summer Day Louis Lanski Henry Z. Walck, Inc. N.Y.	Very good pictures of boys and girls and their activities. Excellent for acting out.
The Wonders of the Seasons B. Parker Golden Press N.Y.	Pictures of four seasonal changes and related activities.
Story in the Sand Donald Myrus & Albert Squillace Macmillan & Co.	Photos of pictures children have created in the sand.
A Beautiful Day for a Picnic Bowmar Early Childhood Education Ser.	Beautiful photographs, step by step illustrations, simple language leading to formation of concepts.

Summer Alice Law Beginner Books Div. Random House N.Y., 1963	A book of great colorful fun pictures of summer activities.
Good Morning, Mr. Sun John & Cathleen Palgreen Little Owl Book Holt, Rinehart & Winston, Inc.	About a boy on a hot summer day going barefoot, seeing his shadow. The sun rises and sets. Good pictures and very simple language.
The Tent Dorothy Seymour Wonder Books Div. Grosset & Dunlap	Children one by one bring a friend to a tent until there are many children. What happens? The tent falls down! Simple language essentially children's one syllable names. 15 word vocabulary, good to act out.
The Sunshine Book Helen Federico Golden Book Golden Press N.Y.	Simple language, good pictures. The sun and what it does.
Tommy's Camping Adventure Gladys Saxon Golden Press N.Y.	Good tenting and forest pictures. Family adventure and a boy's experience.
Playdays Lowe, James & Jonathan, Inc. 1965	Pictures of summer activities - cute ones, no language.
What Is a Season? Gene Darby Benefic Press Chicago	Very simple language describing spring coming, changing to summer, fall and finally winter.

Sally's Caterpillar Anne & Harlow Rockwell Parents Magazine Press N.Y.	Story of a girl who keeps a caterpillar in a jar and waits until it becomes a butterfly. Good pictures.
Everything Changes Ruth R. Howell Atheneum, N.Y.	Photographs of young children experiencing seasonal changes in a school setting.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Turtle race	Have a turtle race. Each child brings a turtle from home (good opportunity for family cooperation in finding a turtle). Large, small, any kind. Make a circle and put turtles in center facing circumference. First turtle to cross the line is the winner.
Acting	Act out summer stories.
Pretending	Pretend you are dandelion seeds floating in the breeze.
Croquet	
Fingerplay	Here is a bee hive Where are the bees? Hidden inside where nobody sees. Soon they come creeping Out of their hive. 1, 2, 3, 4, 5 Bzzzzzz - OUCH!
Frisbee	

Cloud gazing	What do you see? Act out or draw.
Butterflies	Movement to music with scarves as butterflies.
Turtle tag	One child is "it" and the other are turtles. The turtles run around until "it" tries to touch them. If the turtles can crouch down and tuck themselves in like a real turtle before "it" tags them, they are safe. If not, the child tagged becomes "it."
Butterflies and flowers	Divide the class in half naming one group butterflies and one flowers. The flowers remain stationary and move as though blown by a large breeze while a record plays. The butterflies flit around and light on the flowers (make believe).When music stops, the flowers catch the nearest butterfly. The ones that are caught trade places with the flowers.

FIELD TRIPS

Take a barefoot walk. Discover different textures, temperatures, hazards.

Go on a picnic. Discover how different from other meals--location, types of food, etc.

Go fishing. Have children gather night crawlers, bait, hooks, etc.

Go boating.

Build a fire - what do you need? Have a cook out - what types of foods, how do you put out a fire?

Take a trip to see types of campers and tents. Discover similarities and differences. What would you need to bring from home? How does it differ from home?

Go swimming at a pool and swimming at an ocean. Discover differences and similarities - clothing, taste, smell.

Put up a tent.

Put up a hammock.

Go on a hike or a little climb.

HOME REINFORCEMENT ACTIVITIES

Go camping or sleep in the yard in sleeping bags.

Make calendar to show time of Daddy's vacation and the activities that are planned.

Plan a picnic and have child help to choose things to bring and help to prepare the "picnic basket."

Play miniature golf.

Have a garden in your yard (even a little one). Have children help to plant seeds or plants, water and harvest.

Have children help to prepare fresh fruits and vegetables; for example, make jelly, husk corn, hull strawberries.

Go to local farms and orchards to see how fruits and vegetables grow in abundance. See how farmers pick corn, etc.

Pick flowers and make arrangements for different rooms in the house or to bring to friends. Use household throw-aways for containers, such as bottle caps, foil, pie plates, plastic containers, etc. Fill with wet dirt or water.

Have polaroid camera to take pictures for scrapbook of summer activities.

Hose and sprinkler play in backyard.

Go to amusement park for rides and games.

Catch butterflies and fireflies.

MUSIC, RHYTHM AND POETRY

Sun
Louise F. Handsock
Poems for Weather Watching

There's sun on the clover
And sun on the log,
Sun on the fish pond
And sun on the frog.

Sun on the honeybee,
Sun on the crows,
Sun on the washline
To dry the clean clothes.

"Sing a Song of the Seashore"
Sing a Song of Holidays and Seasons, Home Neighborhood & Community
Bowmar Pub. Co.

Sing a song of the seashore
Of shad in a shiny pail;
Of dunes to climb and shell to find
And a small white boat to sail.

Barefoot Days
Rachel Field

In the morning, very early,
That's the time I love to go
Barefoot where the fern grows curly
And grass is cool between each toe.
On a summer morning - O!
On a summer morning!

That is when the birds go by
Up the summer slopes of air,
And each rose has a butterfly
Or a golden bee to wear;
And I am glad in every toe.
Such a summer morning - O!
Such a summer morning!

The Picnic
Dorothy Aldis

We brought a rug for sitting on,
Our lunch was in a box.
The sand was warm; we didn't wear
Hats or shoes or socks.

Waves come curling up the beach
We waded; it was fun.
Our sandwiches were different kinds.
I dropped my jelly one.

SPECIAL LISTENING ACTIVITIES

Awareness of summer sounds. Be aware and "tuned in" to all sounds in natural situations so that you can help each child be aware of the same.

a.) thunder in an electrical storm
b.) fireworks
c.) sounds at the seashore - waves, etc.
d.) bell on the ice cream truck

SPECIAL MATH AND SCIENCE CONCEPTS

A. How many? many/few
  1. people at a picnic?
  2. shells can you find
  3. fish did you catch?

B. Distance or linear measurement
  1. how far can you swim?
  2. how far did you walk?

C. Grouping
  1. different kinds of fish.
  2. different kinds of shells

D. Size - big, little, fat, thin
  1. sand castles
  2. fish
  3. sifting sand

E. Shapes - ball
kickboard
tent
diving board
tube
pool
sun

F. Textures
shells
sand
seaweed

G. Volume
1. the deep and shallow end of the pool
2. varying size containers for sand and/or water

VISUAL MATERIALS

Film Strips
- a. The Swimming Lesson, #643035, McGraw-Hill; stories with number series.
- b. At the Beach, #195-C, Eye Gate House Inc., Jamaica, N.Y. Our Wonderful World Series.
- c. Sounds By the Sea, Eye Gate House, Inc. Sight and Sound Discovery Trips, #199-D.
- d. Who Am I? - 5 filmstrips; covers some summer concepts. Scholastic Magazine.

Kit-A-Language - by Russell, Clymer & Christenson. Ginn & Co. Sequence story with large pictures depicting children at a picnic in the park. Includes an incident where a squirrel goes in to trash can and the children find a way to get him out. Very expressive. Full of language potential. Kit A, Unit 7, Lessons C&D, Card M-17-22.

Red Cross Swimming Safety posters.

Captioned Films for the Deaf - Educational Media Center.
- a. Summertime is Vacation Time, Series 2, Nos. 32-66
- b. Summer, p. 28.

VOCABULARY

Weather

hot
sunny
rainy
cloudy
thunder storm
lightning
foggy
shady
shadow
stars
moon
perspire
sweat
perspiration
warm

Clothing

sun suit
shorts
shirt
bathing suit
bathing cap
sandals
sneakers
barefoot
flippers
snorkel
fins
goggles
sunglasses
towel

Activities

grass
lawn mower
hose
sprinkler
swimming
pool
deep end
shallow end
ladder
wading pool
beach
bobbers
tube
raft
flutter boards
ocean
lake
sand
waves
shells
foam
seaweed
rowboat
canoe
sailboat
motor boat
water skis
dive
diving board
camping
camper
campfire
trailer
trailer hitch
canvas
tent
tent poles
pegs
hammer
outhouse
hammock
flash light
picnic
matches
cook out
charcoal
barbeque
fishing pole
hook
ice cream truck
sleeping bag
hike
climb
thermos

Fish, Animals and Insects

ants
bees
worms
night crawlers
fish (various kinds)
star fish
turtles
butterflies
wasps
hornets
beetles
snails
fireflies
frogs
crabs
lobsters
clams
caterpillars
cacoon
bugs

Foods

toasted marshmallows
"semores" (graham crackers, marshmallow & chocolate sandwich)
popsicle
ice cream
corn-on-the-cob
strawberry short cake
watermelon
canteloupe
musk mellon
squash
zucchini
raspberries
blueberries
peaches
plums
nectarines
apricots

Special Days

4th of July
fireworks
noisy
bang
sparkler
vacation

MYSELF AND ANIMALS

RESOURCE UNIT

Myself and Animals

For this unit it seemed to make most sense to classify animals according to where children are most likely to see them: in the zoo, at the circus, wild, and on the farm. One other group may be included that does not lend itself entirely to the suggested outline--pets. (Pets have also been included in the Myself and My Home unit.)

Children love animals and like to talk about them. Even those children who are afraid of physical contact with animals will be interested in them. The teacher should take advantage of this natural interest and go beyond just learning names of animals. The following questions may serve as an outline for each group of animals. The expanded model is on farm animals.

What kind of animals are there?

Where do they live?

What do they need to exist?

What do these animals eat and drink?

How do they keep warm?

Do they have families?

How do they take care of themselves?

How do they protect themselves?

What do they look like?

How do these animals help us?

Can any of them be our pets?

How can we help and protect them?

MODEL DESCRIPTION

Farm Animals

What kinds of farm animals are there?
cows, horses, pigs, sheep, cats, dogs, ducks, turkeys, hens, roosters, goats, and rabbits.

Where do farm animals live?
pastures, barnyards, ponds, pens, coops, farm houses, barns.

What do farm animals need?
food, water, sleep, exercise, shelter, cleanliness.

What do farm animals eat and drink?
grass, corn, grain, vegetables, hay, water, milk.

How do farm animals protect themselves?
with claws, hoofs, horns, beaks, teeth.

How do farm animals keep warm?
fur, hair, feathers.

Do farm animals have families?

Parents	Babies
horse	colt
cow	calf
sheep	lamb
pig	piglet
duck	duckling
hen	chick
goat	kid
dog	puppy
cat	kitten

How do farm animals take care of their babies?
They feed them.
They protect them.
They clean them.

What are the parts of farm animals?

All farm animals have heads, bodies, necks, legs, and feet.
Some have wings or tails.
Some do not have any noses or teeth.
Some have hoofs or claws instead of feet.

Who takes care of a sick or hurt farm animal?

Veterinarian - animal doctor.

How do farm animals help us?

They give us food - milk, eggs, meat
They give us clothing - wool, leather
They work for us - pull wagons, etc.

What farm animals are our pets?

rabbits, horses, dogs, cats
baby animals - lamb, colt, calf

ART

A model farm	Sand table, shoe box (barn), twigs (trees), rocks, blue cellophane (pond), screening (fence), paper grass, and oatmeal box (silo). Let children paint, cut and model sand, etc. Clay animals : pliable modeling clay. Model animals to be put in the farm scene. Picture animals : draw pictures of farm animals on oaktag. Color or paint, cut out, and glue on popsicle sticks and stick into pieces of clay to be put in farm scene.
Stuffed animals	Large sheets of sturdy construction paper or oaktag. Staple two pieces at the four corners. Children draw and paint (or color) animal and cut out. Teacher staples double outline of animals together along three-fourths of the outline of the animal. Children paint or color other side. When dry, stuff with newspapers. Teacher finishes stapling other fourth of animal outline. Hang by colorful yarn around the room.

Puppets	Small to medium sized paper bags (white bakery store bags are good), felt, yarn, paint, color construction paper. Children make a face on the top part of the bag, glue on ears, arms, and tail on the lower part of bag. When the bag is decorated, put the child's whole hand into the bag and tie it around the wrist with a ribbon.
Spool farm animals	Wooden spools (thread spools) and two sets of body parts--a head of an animal that child draws, colors and cuts, and a back part which is pre-drawn. Child colors and cuts the parts and glues both parts on the ends of the spool. Be sure the parts are glued on evenly so the animal can stand up. Stand on end until glue dries. Tail can be added of yarn or string.
Paper bag masks	Large paper bags that will fit over child's head. Take yarn, paint, glitter, magic marker, crayons, colored construction paper and make a farm animal head. Cut out for two eyes at the beginning of lesson. These masks are good to use for dramatizations. More complete animal costumes can be made from old sheets, cardboard, yarn that have been cut and painted to represent different farm animals.
A horse to ride	Project for the entire class. Teacher provides a saw horse. Around it wrap chicken wire and hardware cloth. Stuff the inside with newspaper. large stick can be nailed to the horse for a neck. An elbow shaped stovepipe is slipped over stick and on to this is connected a large, stuffed paper bag head. Dip 3" strips of newspaper into wallpaper paste and place on hardware cloth. Let dry and make face, ears, and then paint. Use yarn or mops for mane and tail and a real saddle.
A farm mural	Teacher puts up the blue paper and green paper for background of the farm. As children have become familiar with farm animals they draw (color or paint and cut out) them. Use these as a motive to complete a mural. The children make other parts of a farmyard with colored construction paper, crayons, paint, magic markers--a pond, trees, barn, pen, coop, fence, etc. All these can be stapled to the background paper.

Mobiles	Children draw a picture of a farm animal on oaktag, paint, color, and decorate (yarn, etc.). Cut out the animal and then color other side. Attach each strip with yarn to a coat hanger The air lets the animal move.
Sand paintings	Mix fine sand with tempera paints. Children can paint farm animals, scenes, etc. Creates an interesting texture.
Our farm friends tree	When the children learn about a new farm animal, they can put their drawings on a large branch. The branch is mounted in clay in large bowl.
Plate turtles	Take white paper plates, paint color and decorate for the shell of a turtle. Cut black strips for legs, have a pre-cut head for children. Fold over 1/4" or so of ends and paste to plate. Fold down for feet and fold up for head.
Fingerpaint and draw	For ocean or lake pictures, let the children fingerpaint an ocean or a lake. While this is drying, draw (color, paint, decorate with glitter, etc.) and cut fish. If ocean, other sea animals too. Paste the fish on to the lake or sea.
Collage	Teacher has outline of animal drawn on a large sheet of paper for the children. This is used as a guideline. Bear - fur scraps - cordoroy Bird - feathers Trees - tissue, felt, twigs, cordoroy Water - blue cellophane Other materials - pebbles, seeds, sandpaper, cotton, burlap, etc. Regular white Elmers Glue works well.

Butterflies	Egg cartons - cut bottom half of carton in half so that 3 cups are on each side. Between the two rows of three cups the center ridge should be painted or colored for body. Pipe cleaners are stapled on at top for antenna and the cups can be painted, colored, glittered, etc. for wings. Hang up with yarn.
Butterflies	Coat hangers - make into the form of a butterfly. Have the children cover these with nylon stockings. Then paint the nylon and glue on glitter. For the body, use cardboard and paint. Tape this to the hanger in the middle part. Makes holes in the cardboard for pipe cleaner antennas.
Bird mobile	Teacher can have patterns made of different birds for children to color, paint, glitter, yarn, tape, etc. or can let children draw their own birds to decorate and cut out. After the children cut out birds, decorate the other side of the bird. Hang up four or five birds by colored yarn on a coat hanger.
Animal sacks	Long paper cleaner bags. Cut out area for each face and holes for arms. Children can paint and decorate then use for dramatic play.
Crayon resist	Use large oaktag. Draw heavily on it with colorful crayons. Have a considerable part of the paper untouched. Complete the picture with water color paints. This gives an interesting effect as water for a background.

BOOKS

Anderson, C.W., Billy and Blaze, Macmillan Co., N.Y., N.Y.

Erickson, Phoebe, Just Follow Me, Follett Pub. Co., Chicago

Greene, Carla, Animal Doctors, Scholastic Book Services, N.Y.

Hall, Bill, Whatever Happens To Baby Horses, Golden Press, N.Y.

Scarry, Richard, Teeny Tiny Tales, Golden Press, N.Y.

Artcraft Products, Farm Friends, Soalfield Pub. Co., Akron, Ohio

Brown, Margaret W., Home For A Bunny, Golden Press, N.Y.

Brown, Margaret W., The Duck, Harper & Row, N.Y.

Carroll, Ruth, Where's The Bunny?, Walck Inc., N.Y.

Chandoha, Walter, A Baby Goose for You, World Pub. Co., Inc., N.Y.

Crawford, Mel, Old MacDonald Had a Farm, Golden Press, N.Y.

Ertel, James, The Ugly Duckling, Meredith Press, N.Y.

Gerland-Ekeroth, Marianne, My Own Little Cat, Harper & Row, N.Y.

Green, M.M., Everybody Eats, W.R. Scott Pub. Co., N.Y.

Jaynes, Ruth, Three Baby Chicks, Bowmar Pub. Co., Glendale, Calif.

Open Highways Series, Ready to Roll, Scott Foresman & Co., Glenville, Ill.

Pfloog, Jan, Animals on the Farm, Golden Press, N.Y.

Randall, Beverly, Big Dog and Little Kitten, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Breakfast On The Farm, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Cows In the Garden, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Ducks, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Run Rabbit Run, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Simon's Lamb, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, The Lambs, Bowmar Pub. Co., Glendale, Calif.

Rojankovsky, Feodor, Animals on the Farm, Alfred Knopf Co., N.Y.

Shaar, Grace, What Do The Animals Say?, Young Scott Books, N.Y.

Tensen, Ruth, Come to the Farm, Reilly & Fee Co., Chicago

Werner, Jane, The Fuzzy Duckling, Golden Press, N.Y.

Wright, Betty, Good Morning Farm, Whitman Pub. Co., Racine, Wisc.

Wright, Core, Look At A Colt, Random House, N.Y.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Cat and Mouse	In this active outdoor game the children form a circle. One child is the mouse and walks around the outside of the circle. He drops an object (a piece of cheese) behind someone in the circle and that child becomes the cat. The cat chases the mouse around the circle after picking up the cheese. If the cat can't catch the mouse, he becomes the mouse and drops the cheese behind a new cat. If he catches the mouse, the mouse must pick a new cat and try again to escape.
Who Am I?	This activity can be oral or written, depending upon the class. The animal described has to be identified by the child. More advanced children can make up their own descriptions. I have a brown tail I eat grass I say moo or I have a short tail I have four legs I eat lettuce and carrots
Guessing game	One child or several together can dramatize the behavior of a certain animal. An example of this is: a roaring, snarling, fierce looking lion. The other children guess who it is.

Old MacDonald Had a Farm	The children can use their puppets or paper cleaning bag animals to dramatize the animals. The dramatizing could be done along with the record.
Dramatizing	After a trip has been taken and discussed, the children could dramatize different parts of the trip and some of the animals they saw. OR A familiar sequence story can be used as a dramatic play. Take six or seven simple sentences and act out. Again, the cleaning bag animals are good. Musical accompaniament such as a piano would be a good addition.
Busy work	Have a box available for spare time in which small cards with directions on them have been placed. The child chooses a card and does what it says. He then clips the card to his finished picture. Some directions which might be included: Draw a cow. Draw a pig under a tree. Draw five cats.
Sequencing and matching	Take six or more pictures about a trip to a farm or pictures from familiar old stories. Laminate them. On a piece of construction paper make six squares the size of the pictures. The children put the pictures in proper sequence. An extension of this would be for each square to have a sentence written in it describing one of the pictures. The picture is matched to the proper square but in this case the sequence doesn't matter. With one set of pictures two very different activities can be done by changing the function of the squares.
Expressions	Have pictures of animals with different expressions on their face or doing different actions. Underneath the picture have a single sentence of what the animal might be saying or thinking. Have these around the room for the children to see.

Scrapbooks	Have the children keep a scrapbook on animals that live on a farm in which each child can put his paper work, stories, pictures, art, etc.

FIELD TRIPS

Many of the trips that are listed here as school activities can be taken by the parents and the child as home reinforcement activities. In many cases it may be more profitable for parents to take their children because they can give more individual attention and constant language interaction.

Zoos, parks, circuses, farms	These are specific places within traveling distance of Greater Hartford. Other areas probably have similar places. Thornton Burgess's Home: "Laughing Brook", Audibon Society. An animal park of forest animals in a natural setting. Small admission fee. Hampden, Mass. Forest Park: A city park that has a large wild animal zoo (African animals, tropical birds, polar bears, etc.). Free. Springfield, Mass. Lutz Junior Museum: Live animals - wild, zoo, and farm. Free. Manchester, Conn. New Britain Children's Museum: Live animals and circus memorabilia. New Britain, Conn. Herbert F. Moran Zoo and Nature Center: Live animals - wild and farm yard. New London, Conn. Stamford Museum and Nature Center: Live animals - zoo and a dairy farm. Stamford, Conn. Children's Museum of Hartford: Live animals (and Gengras Planetarium). West Hartford, Conn. Bruce Museum: Wildlife dioramas and zoo animals. Free. Greenwich, Conn. Emerson's Zoo: Live animals - zoo, barn yard and circus. Bahre's Farm: Farm animals, sleigh rides in the winter, and hay rides in the fall. Canton, Conn.

Pet Shops	A stimulating experience would be for the children to pick out and buy some fish and a turtle for a classroom aquarium.
Veterinarian	A local veterinarian might possibly let a class look over his facilities and see such things as the kennels or operating room.

HOME REINFORCEMENT ACTIVITIES

Trip	Take a trip to the farm. Parents should expecially note the grown and baby animals--where they live, what they eat, what they do (for people) and their size and color. Provide the child with any available experiences, such as feeding some of the animals or riding a pony. Auditory information should be brought to the child's attention--primarily the animal sounds. For added reinforcement, parents could tape the original animal sounds and use them for auditory training. Parents could also take pictures of the animals and use these for later identification and work in language. Cards with the names of the animals and simple sentence cards (e.g., The cow ate some grass. I saw a horse and a colt. Pigs live in a pen. etc.) can be used with the pictures.
Books	Picture books of the farm and farm animals should be available to the child. These can be used independently or for the parents to read stories from. Magazines and old books with farm animals could be used for the child to cut up and make into a small scrapbook. Farm animal coloring books and punch out sticker books are good home reinforcement devices.
Toys	Farm sets are carried in department stores and are a good personal stimulation for language and dramatization. One is Family Farm - Fisher Price Toys, Inc., E. Aurora, N.Y. These sets usually consist of a farmer and children, animals, barn, and fences.

Art	The common art materials can be used for animal creations - paints, clay, etc. Farm animals can also be made out of fruits and vegetables. Potatoes, oranges, apples and carrots used whole or in pieces make the longest lasting animals. These can be used in any way to make a head, neck, body, legs, and wings. Bits of colored yarn and buttons are extras that can be added if wanted. The parts of the animal can be connected together by toothpicks (plastic picks work well). This activity may help the child to become more aware of the parts of an animal's body along with being fun.
Puzzles	These can be used independently or as a joint activity with parents. Several good puzzles for farm animals are Animal Puzzles by Milton Bradley Co., Springfield, Mass., and Playskool Division of Milton Bradley, Chicago, Ill.

MUSIC, RHYTHM AND POETRY

Sounds Around Us Scott, Foresman Co. Glenville, Ill.	One section of these records is on farm animals. It concentrates primarily on the gross animal sounds. Some rhythm activity is also included. This is an excellent record, and it is slow enough for children to be able to follow. There are books and charts that can be used along with the record.
Rhythm Time Bowmar Records, Inc. N. Hollywood, Calif.	Record gives rhythms for: "Circus Ponies" - there are changes in the music to tell when the pony is trotting, walking, or galloping. "Elephants" - children can walk heavily and slowly like an elephant or can swing and sway body and arms. "Monkey" - jumping, jerky rhythm and a loose swaying rhythm--let arms hang loose at side, etc. All three of these are very good, timing is fine. The use of musical instruments will add interest and may help the child to become more sensitive to rhythms. An example is shell or woodblocks for the pony sounds.

Fun With Music Herbert Donaldson Bowmar Records, Inc. N. Hollywood, Calif.	"Riding on a Colt" - the three rhythms that a horse has, walk, trot, and gallop. "Flying Birds" - a soaring, smooth rhythm with a quicker movement interspursed for flapping wings. Both of these are good rhythms and record is not too fast.
Rhythm Time 2 Lucille Wood Bowmar Records, Inc. Glendale, Calif.	Record gives rhythms for: "Frogs" - a hopping, jumping, leaping rhythm. Very slow and laborious, but allows time for good frog jumps. "Ponies" - two rhythms, galloping and trotting. "Soaring Hawk" - a smooth up and down rhythm with a good medium speed. "Hopping Rabbits" - a fast and slow hopping rhythm which starts and stops intermittently.
The Rainy Day Record Lucille Wood Bowmar Records, Inc. N. Hollywood, Calif.	This recording has two songs that are quite good. They have low tones and a brief statement made at the beginning of each song. "Elephants" is a very good, slow, swaying momentum of an elephant's heavy and trudging walk. "Lion" music starts off with a slow, stalking movement and ends up in a run.
Singing Fun Lucille Wood and Louise Scott Bowmar Records, Inc. Glendale, Calif.	"My Pony" - a song with moderate rhythm, but tone is rather high. This song does have a good beat, but words are complicated.
Hop Run Jump Demeter Rosa John Day Co. N.Y.	"Dog's Walk" - Children walk on their hands and knees. "Sparrow's Walk" - A circle may be formed. A sparrow hops forward on both feet. Have children hop around with their feet together and their arms lifted sideways. "Circus Horse" - The children stride with their knees pulled up high. Their speed can be increased or decreased along with the accompanying music. "Monkey Walk" - Standing on the side of their feet, bending over, and swinging their arms, children walk like a monkey.

Other body movements similar to the above:

"The Worm" - children bend over and place their hands flat on the floor. First they crawl on their hands leaving feet stationary, until their bodies are straight. Then they leave their hands stationary and walk up to meet their hands. Gives the effect of a worm crawling.

"Frog Hop" - children stoop in a crouching position. They try to jump like a frog by extending their legs straight out in back of them without touching their hands on the floor.

"Balky Mule" - from a standing position, take a little jump, put your hands on the floor, kick your legs out and up, throw your hands up and put your feet down.

"Three Little Ducklings" Singing Fun Lucille and Louise Wood Bowmar Records, Inc. N. Hollywood, Ca.	The rhythm of this song is very good. It allows for sufficient time to say the words. The song is repeated twice. Tone is low and movements can be put in. Paddle, paddle, paddle off they go Three little ducklings all in a row Paddle, paddle, paddle, quack quack Off to the pond, around and back.
"Three Little Pets" Music for Children with Special Needs Album I. Frances Cole Bowmar Records Inc. N. Hollywood, Ca.	This song is excellent. The rhythm is slow and the music is low. Using flannel board figures or rhythm instruments with each animal gives added interest. One little duck says quack, quack, quack One little hen says cluck, cluck, cluck One little sheep says baa, baa, baa Three little pets of mine.
"Had a Little Rooster" Sing a Song Roberta McLaughlin & Lucille Wood Bowmar Pub. Corp. Glendale, Calif.	Instead of a rooster, other farm animals can be used. Had a little rooster by the barnyard gate And that little rooster was my playmate. That little rooster said cock-a-doodle-doo doo doc etc.

"Old MacDonald Had a Farm" (source unknown)	This song in coordination with animal pictures makes a good musical exercise. It is a rather quick rhythm, though, on many records.
"What Does the Cow Say?" Joan Steckler	This song can be used for all the animals. What does the cow say to me, say to me, say to me? What does the cow say to me? moo--------says he.
"Eency Weency Spider" Kindergarten Songs Album 2 Bowmar Records Inc. N. Hollywood, Ca.	This song has a good rhythm for children to follow along with the finger and arm motions. May be better without the record for more severely impaired.
"The Little Turtle" A.A. Milne	This can be used with motions. There was a little turtle He lived in a box He swam in a puddle He climbed on the rocks He snapped at a mosquito He snapped at a flea He snapped at a minnow And he snapped at me. He caught the mosquito He caught the flea He caught the minnow But he didn't catch me.
Line-a-Child Speaking	This is a very simple poem like exercise. One child or several can say a line at a time or a couplet. Bow Wow says the dog. Mew Mew says the cat. Oink Oink says the pig. And squeak says the rat. Tee Whe says the owl Caw Caw says the crow Quack Qauck goes the duck And moo moo goes the cow.

SPECIAL LISTENING ACTIVITIES

Sounds I Can Hear Scott Foresman Co. Glenville, Ill.	This is a set of pictures for the individual presentation of animal sounds which are on the record. It begins with a single animal sound and continues to build up the discrimination of all animal sounds.
Identifying animal sounds	Have plastic toy objects or pictures of animals. Child can take or point to the correct animal when he is given the sound it makes. Or have cut-outs of animals, and the child may respond to the sound by imitation and placing the animal on a flannel board, taping them into a small book of his own, or hanging them by paper clips on cup hooks set in styrofoam.
Fishing game	Have the pictures of animals in a big box. The animal pictures have paper clips attached to the top of them. A small wooden stick with a small magnet on the end is used as a fishing pole. Whatever the child fishes out from the box he has to give the correct sound for.
Gameboard of colored circles and strips	Have small toy animals. Present one sound and whenever the child hears the sound and repeats it he moves his animal up a circle. When single response is good a second animal is put on another strip. Move to the sound and then alternate the two sounds. As more animals are introduced, use sounds in any order. Variations: 1) Animal stickers pasted on popsicle sticks and in pieces of clay. 2) Put hurdles on squares and animals have to jump over. 3) Small finger puppets can be put on child's fingers and correct finger is held up when the sound is heard and imitated. 4) The child can respond to the animal sound by putting stickers on small pieces of colored paper. Later these stickers can be used to decorate a construction paper headband.

Animal bingo	Have cards with nine squares. In the squares have the picture of an animal. Paper circles with numbers on them. Give a sound, or a name of the animals on card. Say or show the number circle to be used. 1) moo 2) baa 3) peep, etc. Children put the circles on and try to get Bingo.
Distinguishing short phrases	Have a model farm and barnyard set up. Use clay animals that the children have made or animals on sticks in pieces of clay. Have the children follow directions such as: "Put the duck in the barnyard." Or have the animals already in the farm set and ask a child, "Where is the cow?" Child gets cow and answers, "In the pasture."

SPECIAL SCIENCE AND MATH CONCEPTS

Bring a baby chick into the classroom. Have the children previously prepare a place for it to live in. Let the children be responsible for feeding and the chick's home. An excellent opportunity to watch it grow and develop into a grown chicken. The children are learning about what an animal needs--food, water, sleep, exercise, and a clean home. Another way to bring chicks into the classroom is to have an incubator set up with several eggs in it. Children can watch the eggs hatch and then watch them grow. Sometimes it doesn't work, so it may be disappointing.

Observe different homes farm animals live in--house, coop, pasture, pen, etc. Take pictures from books, magazines, or actual trips.

What are the different foods farm animals eat? Collect some of these foods--grains, corn, grass, vegetables, and hay.

Observe the parts of farm animals. All have necks, heads, bodies, etc. Some have different parts such as wings, tails, no noses, hoofs, claws.

What are the colors of farm animals? Show that an animal doesn't always have to be the same color. An excellent example is the cow--can be brown, black, light brown, brown and white, black and white, or black and brown.

How do animals stay warm? Farm animals can have a lot of soft hair--fur (sheep, dogs, cats, rabbits). Farm animals can have a little short hair (horses, cows, pigs, goats). Farm animals may have feathers (ducks, chicks, chickens, roosters, and turkeys).

Show a series of pictures and have pictures of parts of the three animals. Match the part to the whole.

Stories with Numbers Series McGraw-Hill Text Film Div. N.Y., N.Y.	"Feeding Time on the Farm" - The pictures are very good and can be well adapted to having the children count the different animals. The language is rather difficult, but it could be simplified. It considers numbers up to 10.
	"Birthday At the Farm" - This is an excellent filmstrip for helping to develop numerals and counting. The children see how many different kinds of animals they can find. "I see an animal. It's a cow. My animal is number 1." There is a picture of the animal and the number.
Little Bopeep	Can be used as a counting device. "Little Bopeep has lost her sheep and doesn't know where to find them." The children in the class can be the sheep and each has a number on himself. One of the children is Bopeep, and as he or she calls her sheep, "One", etc., the sheep comes and stands beside her.
Number Concept With Animals Technifax Eastern Div. Plastic Coating Corp. Holyoke, Mass.	Simple addition and subtraction, a basic set of transparencies. Example: a picture of one kitten playing and another farther away walking up to the kitten.

Duck Drill	A game for practicing adding and subtracting. A movable duck is fastened to a string across the blackboard. In the duck's path are puddles with math problems, (2+1=) (3-2=). Each time a correct answer is given, the duck moves to the next puddle. The game is to go all the way through without missing.
Grouping or Classification	Pictures of farm animals or plastic models of farm animals can be arranged into classes--horses, cows, pigs. Put them in their appropriate place no matter what difference there is in size and color.

VISUAL MATERIALS

Picture Story Set II-B The World Around Us Bowmar Pub. Co. Glendale, Calif.	These are heavy, colorful, laminated pictures of farm animals. On the back side of each picture, a story in the Bowmar Reading Series is recommended. Ideas are also given for science concepts, rhythmic movements, language, and vocabulary. The pictures are excellent.
Seven Little Ducks Educational Media Corp. White Plains, N.Y.	Film with captions of a young girl on a farm caring for a family of ducks. The habits of a mother duck, how the babies hatch from their shells, and how the mother feeds and protects them are all shown. The pictures are excellent, but the captioned language advanced, being primary. It would be worthwhile for the pictures alone, though.
Farm Animal Families Helen Hansen Hayes School Pub. Co. Wilkinsburg, Penn.	These are large picture books with a separate page of small photo stories about each picture. The pictures are colorful and very descriptive. They can be easily removed from the book.

Farm Animals Eye Gate House Inc. Jamaica, N.Y.	Excellent laminated 12" x 8" colored pictures of all the various farm animals. (There are filmstrips that correspond to these pictures but they have not been reviewed for this guide.)
Home movies or slides	During a class trip take a movie or a series of slides of the children and all the animals. This can be used after as an excellent device for pulling out language. Also, as mentioned before, a tape could be made of different sounds the animals make. This tape could be used in correspondence with the slides or movie.
Farm Animals National Film Board of Canada McGraw-Hill Films Chicago	This is a film loop. The children are taken on a tour of the farm, visiting the cows and horses in the pasture, the pigs, chickens and rabbits in the barnyard, and the ducks at the pond. The whole animal is seen in action and then parts of him are shown, such as the tail, etc. When the closeup of an animal part is shown, children guess which animal it belongs to.

VOCABULARY

Animals

cow - calf
horse - colt
sheep - lamb
pig - piglet
goat - kid .
duck - duckling
rooster, hen or chicken - chick
dog - puppy
cat - kitten
turkey
rabbit (bunny)
pony

Parts of animals

legs
ears
eyes
nose
mouth
beak
feet - claws - hoof
wings
tail
feathers
fur - hair
wattle
comb
udder
head
neck
body

Other nouns

farm
farmers
barn
barnyard
pasture
fence
pen
coop
pond - water
pail
home
baby
vet (animal doctor)

Adjectives

fluffy - soft
smooth
cuddly
friendly
kind (good)
clean
fat - thin
dirty
hungry
well
big - little
small - large
afraid

Sounds

moo
baa
peep
neigh
oink
quack
cluck
cock-a-doodle-doo
gobble
meow
hee-haw
bow-wow

Food

grain
corn
grass
lettuce
mash
hay
milk
carrots
apples
pellets

Movements

walk
run
swim
strut
waddle
trot
gallop
kick
hop

Other Verbs

eat
drink
feed
ride
play
work

SUPPLEMENTARY RESOURCES FOR UNIT

Kit-A-Language Russell Clymer Christenson Ginn & Co. N.Y., N.Y.	These are excellent, large, colorful pictures with many possibilities. There are pictures of woodlands, fields, farms, pets in a classroom, etc. There is a sequence story about a squirrel. There are smaller pictures of wild animals such as foxes.
Our Puppy Golden Book Series McGraw-Hill Book Co. Society for Visual Education Inc. Chicago	This filmstrip has excellent action pictures about a little puppy. It goes through a sequence of all the movements he can make, what he eats, how he plays, etc. A little boy is his companion.
Adventures of Pete and His Dog and Happy the Rabbit Animal Stories in I.L.A. Series Jam Handy Org. Detroit	These filmstrips have a very good sequence of pictures telling the story of a boy and dog and the daily activities of a rabbit. The printed language can not be used, but it can clipped off leaving a story told by pictures.
Words and Action: Role Playing Photos Holt, Rinehart & Winston N.Y.	These are large action, black and white pictures 18" x 30". "Poor Kitten" - a kitten is on a wall and can't get down. Some children are looking at it. There is a teacher's guide book that goes along with the pictures and gives suggestions.
Captioned Films Educational Media Corp. White Plains, N.Y.	The Adventures of Willie Skunk - A family of skunks goes through its daily experiences such as eating, playing, protecting themselves. The pictures are excellent. While the captioning is called primary level, it seems quite complicated for young deaf children. Spotty, Story of a Fawn - A wild fawn in his natural environment walks through the forest with his mother. The pictures are excellent, the whole fawn is shown as well as individual body parts. The fawn goes hunting for food and sees other woodland animals. The language needs to be simplified.

Zoo, Baby Animals - A mother and her two children spend the day at the zoo. They see the feeding and care of animals and go to the hospital at the zoo. The pictures are good. The language needs to be simplified.

Animal Homes - This is an excellent film for pictures. It shows where animals live--above ground, below ground, and in the water. It shows why animals build where they do. There are many new prepositions introduced.

Bird Homes - The language is difficult but the pictures are self-explanatory. It shows where birds make their nests (woods, swamps, trees, water, city, desert) and what the nests are made from. Eggs can be seen in the nests, new birds, and birds feeding their young.

Experimental Development Program, Animals We Know, Benefic Press, N.Y., N.Y., "Animals and Birds We See"

Experimental Development Program, Animals We Know, Benefic Press, Westchester, Ill., "Taking Care of Animals"

Experimental Development Program, Animals We Know, Benefic Press, Westchester, Ill., "Our Pets"

Baker, MaryBob, The Smiley Lion Book, A Golden Shape Book, N.Y., N.Y.

Bank Street Readers, Around the City, I, Macmillan Co., N.Y.,N.Y., "Scat Cat!"

Barr, Catharine, Bears In Bears Out, Henry Z. Walck, Inc., N.Y.,N.Y.

Beyer, Ernestine, Happy Animal Families, Grossett & Dunlap Co., N.Y., N.Y.

Brown, Margaret Wise, Home For A Bunny, Golden Press or Simon & Schuster

Brown, Margaret Wise, The Wonderful House, Golden Press, N.Y.,N.Y.

Carrick, Carol and Donald, The Pond, Macmillan Co., Collier-Macmillan Ltd., London.

Cawly, Jay, Kitty Kitty Kitty, Bowmar Pub. Corp, Glendale, Calif.

Considine, Kate and Rudy Schuler, One Two Three, Holt, Rinehart & Winston Inc.

Clure, Beth and Helen Rumsey, Where Is Home?, Bowmar Pub. Corp, Glendale, Calif.

Conklin, Gladys, I Like Caterpillars, Holiday House, N.Y., N.Y.

Conklin, Gladys, We Like Bugs, Holiday House, N.Y., N.Y.

Crume, Marion, Furry Boy, Bowmar Pub. Corp., Glendale, Calif.

Crume, Marion, I Like Cats, Bowmar Pub. Corp., Glendale, Calif.

Daly, Kathleen, My Elephant Book, Golden Press, N.Y., N.Y.

DeRegniers, Beatrice Schenk, Circus, Viking Press, N.Y., N.Y.

Eitzen, Allen, Birds in Wintertime, Holt, Rinehart & Winston, N.Y., N.Y.

Ets, Marie Hall, Play With Me, Viking Press, N.Y., N.Y.

Fulton, Janet, Jungle Babies, Golden Press, N.Y., N.Y.

Freschet, Bernice, The Old Bullfrog, Charles Scribner's Sons, N.Y., N.Y.

Goudy, Alice E., Butterfly Time, Charles Scribner's Sons, N.Y.,N.Y.

Garelick, Mary, Where Does the Butterfly Go When It Rains?, E.M. Hall & Co., Eau Claire, Wisc.

Gilbert, Elliot, A Cat, Holt, Rinehart & Winston, Inc., N.Y., N.Y.

Hazelton, Elizabeth Baldwin, Sammy the Crow Who Remembered, Charles Scribner's Sons, N.Y., N.Y.

Hubka, Betty, Where Is the Bear?, Golden Press, N.Y., N.Y.

Jacobs, Allan and Leland, Behind the Circus Tent, Lerner Publ. Co., Minneapolis, Minn.

Jaynes, Ruth, Where is Whiffen?, Bowmar Pub. Corp., Glendale, Calif.

Kaufman, Joe, Zeke Zoo Keeper, Golden Press, N.Y., N.Y.

Kennel, Moritz, Animal Counting Book, Golden Press, N.Y., N.Y.

Koenig, Marion, The Whale, Grosset & Dunlap, N.Y., N.Y.

Lionnie, Leo, Inch by Inch, Ivan Obolinsky, INc., N.Y., N.Y.

Lawry, Laurence and Albert Carr, Tommy's Turtle, Holt, Rinehart & Winston, Inc., N.Y., N.Y.

Lawry, Laurence and Albert Carr, What Can An Animal Eat?, Holt, Rinehart & Winston, N.Y., N.Y.

The Moonbeam Series, Moonbeam, Benefic Press, Westchester, Ill.

Munori, Brono, Zoo, World Pub. Co., N.Y., N.Y.

Myrhj, Ivar, Pondus the Penguin, Golden Press, N.Y., N.Y.

Newell, Grosby, Kippy the Koala, Harper & Bros., N.Y., N.Y.

Open Highways Series, Ready to Roll, Scott Foresman & Co., Glenville, Ill.

Otto, Margaret, Three Little Dachshunds, Holt, Rinehart & Winston, N.Y., N.Y.

Pentoff, Ernest, Always Help a Bird, Harper & Row., N.Y., N.Y.

Pfloog, Jan, The Monkey Book, Golden Press, N.Y., N.Y.

Randall, Beverly, A New Friend, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, The Missing Cat, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Fish in the Trough, Bowmar Pub. Co., Glendale, Calif.

Randall, Beverly, Tim Pretends, Bowmar Pub. Co., Glendale, Calif.

Reed, Mary, Wild Animals, Golden Press, N.Y., N.Y.

Scarry, Richard, I am a Bear, Golden Press, N.Y., N.Y.

Scarry, Richard, I Am a Bunny, Golden Press, N.Y., N.Y.

Scarry, Richard, I Am a Fox, Golden Press, N.Y., N.Y.

Shoekelford, Nina, Bird Nest, Golden Press, N.Y., N.Y.

Smith, Eunice Young, Where To Tillie Turtle?, Bobbs-Merrill Co., Indiana

Sutton, Felix, The Big Book of Wild Animals, Grossett & Dunlap, N.Y., N.Y.

Whitman, Grant, Tall, Small, Hairy, Scary: The Zoo, Whitman Pub. Co., Wisconsin.

Utley, Jean, The Three Bears, University of Ill. Press, Chicago

Whitman, Tom, Can I Keep Him?, American Book, Co., N.Y., N.Y.

Williams, Garth, Baby Animals, Golden Press, N.Y., N.Y.

Ylla, Gregor Arthur, The Little Elephant, Harper & Row., N.Y., N.Y.

Ylla, Gregor Arthur, Animal Babies, Harper & Row, N.Y., N.Y.

MYSELF AND NATURE

RESOURCE UNIT

Myself and Nature

> "Let us accept the proposition that nature is process, that it is interesting, that it responds to laws representing release and opportunities for human use with certain limitations and even prohibitions to certain of these."
>
> \- Ian L. Malthorg
> Design With Nature

Air

1. What is it?
2. Where is it?
3. How do we use it?
4. How do we feel it?

Land

1. What is it?
2. Where is it?
3. How do we use it?
4. How do we feel it?

Water

(expanded model)
1. How do we see it?
2. How do we taste it?
3. How do we feel it?
4. How do we hear it?
5. How do we use it?
6. How do we need it?

Weather

1. What kind of weather?
    - a. rain
    - b. snow
    - c. fog
    - d. sleet
    - e. hail
    - f. clouds
    - g. sun
    - h. hurricane, tornado, cyclone
2. Appropriate clothing for different types of weather.
    - a. cold weather clothing
    - b. hot weather clothing
    - c. wet weather clothing

Outdoors	1. How does outdoors differ from indoors? a. things we do b. clothes we wear 2. Stars, sky, moon, sun, planets.
Living Things	1. Animals 2. Plants
Interdependence in Nature (ecology)	Pollution

MODEL DESCRIPTION

Water

The model for this unit is water. It would not be taught as a self-contained entity but would be a source of thoughts and concepts to be incorporated into other units when relevant.

How we see it.
How we use it.
How we need it.
How we feel it.
How we hear it.
How we taste it.

ART

Things to do related to the sea:

1. Make a shell mobile.
2. Make pressed seaweed pictures.

Add drops of paint, tip paper, watch colors run, blend, and drip.

Blow on watercolors through straws.

Paint on blackboard with water.

Make snowmen out of clay or soap flake solution (they don't melt).

Make a collage of materials used in water proof experiment.

Underwater type of pictures:
Draw with crayon an underwater scene, paint over then cover with solution of water and glue.

Wet one side of sheet of paper, dab poster paint on that side, gather corners and crumple in wad. Let dry, open, iron and mount on a background.

BOOKS

Clouds, Rain, Clouds Again Lawrence Lowery Holt, Rinehart & Winston	Good pictures, good language. Covers concept of changing clouds and hydrological cycle.
Good Morning, Mr. Sun John & Cathleen Polgreen Holt, Rinehart & Winston	Good pictures, simple language.
Poems for Weather Watching Laurie Israel Holt, Rinehart & Winston	Good pictures. Poems about snow, mist, storm, rainbow, spring, summer, sun, fog, clouds, wind, frost.

I'm Going to the Ocean Eleanor Schick	Good pictures of small boy walking to the beach.
Mary Ann's Mud Day Janice May Udry	Experiences of a girl playing in the mud. Pictures to talk about.
Snow Day Ezra Jack Keats	A boy's day in the snow. Beautifully illustrated.
Surprise Rand McNally	A family goes to bed to awake and find "It snowed last night!"
A Fish Out of Water Helen Palmer	Humorous.
Rain, Rain Rivers Uric Shulevitz Farrar, Straus & Giroux N.Y., N.Y.	Good rain pictures.
Willy, A Story of Water Jerome Spar	Hydrological cycle shown with raindrop character. Good teacher adaptation.
When Winter Comes Charles Philip Fox Grosset & Dunlap	An easy-to-read photo story book for children. Photos of animals in winter.
Let's Try It Out: Wet & Dry Seymour Simon McGraw-Hill Book Co.	Good pictures, many excellent ideas for experiments.
Uptown, Downtown Bank Street College of Education	Part One - "City Water", p. 41. How water gets from country to homes in the city.

My City Bank Street Readers	"Who Doesn't Like Rain?" , p. 186. Short, fairly simple language. "From Hill to Sea", p. 188. Good language for the concept of hydrological cycle.
Around the City Bank Street Readers	"The Big Snow", p. 98. Great pictures, very illustrative language.
Watch Me Outdoors Ruth M. Jaynes Bowmar Early Childhood Ser.	Boy playing in the sand box. Adds water and makes tunnels, etc. Simple language, beautiful pictures.
The Storm Book Charlotte Zolotow	For pictures only. Shows lightening, rain, in the country, in the city, at sea, from inside, and rainbow.
Plink, Plink Ethel & Leonard Kessler Junior Books Doubleday & Co. Garden City, N.Y.	Very good, simple language and ideas about things that swim. Water is used to clean.
Ranger Rick Nature Magazine National Wildlife Federation (10 issues per year)	Beautiful pictures of plants and animals. Good for children to have available for browsing.
Poems for Galloping Holt, Rinehart & Winston	"Sliding" - a good poem about sliding in the snow.

Let's Read and Find Out Series
Thoms Y. Crowell Co.
N.Y., N.Y.

Some of the following are fairly complicated, but some are simple; some have good pictures, some have good experiments. They all are informative and contain concepts that can be adapted for children if too involved to be used as is.

Air is All Around You
Animals in Winter
Bees and Beelines
The Big Dipper
Big Tracks, Little Tracks
Birds Eat and Eat and Eat
The Clean Brook
Down Come the Leaves
Walks Don't Get Wet
Find Out by Touching
Fireflies in the Night
Flash, Crash, Rumble and Roll
Follow Your Nose
Glaciers
How a Seed Grows
How Many Fish?
Icebergs
In the Night
It's Nesting Time
The Listening Walk
Look at your Eyes
A Map is a Picture
The Moon Seems to Change
My Five Senses
My Hands
Rain and Hail
Rockets and Satellites
Sandpipers
Seeds by Wind and Water
Snow is Falling
Spider Silk
Starfish
The Sun: Out Nearest Star
A Tree Is A Plant
Upstairs and Downstairs
Watch Honeybees With Me
What Makes a Shadow?
What Makes Day and Night?
What the Moon Is Like
Where the Brook Begins
The Wonder of Stones
Your Skin and Mine

At Our House Lois Lenski Henry Z. Walsk, Inc.	Pictures of types of rooms in a house, yard, workers who come to the house plus a section on water pipes (in & out).
Let It Rain Dorothy Kish Helshey House N.Y., N.Y.	Tells what a brother and sister do inside on a rainy day. Also shows how they play outside in the rain. Would probably need teacher's language for elaboration of illustrations. Pretty good for language ideas.
Where Does The Butterfly Go When It Rains? May Garelick E.M. Hale & Co.	Gives a very good feeling of rain. Talks about what different animals do in the rain. Asks questions, leaves some beautifully unanswered. Provokes curiosity and observation.
One Morning In Maine Robert McClusky Viking Press N.Y.	Story about a girl who loses her first tooth but there are many good pictures of the sea.
The Fish Book Golden Book	Colorful illustrations. Simple text about fascinating creatures who live in the water.
The Boat Book Golden Book	Colorful pictures of boats from an Indian canoe, to a kayak, to a Chinese junk to an ocean going liner. Very simple text.
The Giant Nursery Book of How Things Change George J. Zaffo Doubleday & Co. Garden City, N.Y.	Book is divided into sections entitled How You Change Things, How the Wind Changes Things, How the Water Changes Things, How the Sun Changes Things, How Man Changes Things. Very good. Usually single sentences describing opposite conditions that are quite well illustrated, i.e., the tide is high, the tide is low. Some illustrations in black and white. Some in color.
Floating and Sinking Franklyn M. Branley Thomas Y. Crowell Co. N.Y.	Teaches the concept: when something weighs more than the water it pushes aside, it sinks, and, air helps things float. Suggests experiments to try.

DEMONSTRATIONS, DEVICES, GAMES AND DRAMA

Act out	ice skating building a snowman fishing (throwing a line, catching a fish, and pulling it in)
Pretend	A balanced beam is a fallen tree across a stream. Try not to fall in the water.
Row, Row, Row Your Boat	Act out.
Frog or Fish Pond game	Suck paper animals with straw. Put in pond (aluminum pie plate).
Card game	Concentration, using fish shaped cards of different colors.
Duck for Apples	
Boat race	Blow sail boats to finish line in tub of water.

FIELD TRIPS

Walk in the rain - all seasons.

Trips to brooks, rivers, oceans, waterfalls - compare sizes, movement, activities.

Trips to ponds to:
- a.) sail boats
- b.) find frogs and fish
- c.) wade

Go swimming in pools, lakes, ocean.

Go ice skating and sliding.

Go fishing.

Visit an Aquarium.

Go to store to buy items for school fish tank.

Have a horse drawn sleigh ride.

Take a ride on a riverboat.

Take a ride on a ferry.

HOME REINFORCEMENT ACTIVITIES

Taking showers and baths.

Washing and drying clothes.

Washing hair.

Mopping and sponging floors and tables.

Washing car.

Tracing hot and cold water pipes through the house.

Making: Kool-aid
popsicles

Swimming (lessons), boating, skating, skiing, sliding.

Demonstration of good storage:
why/why not - refrigerator?
why/why not - covered?

Allow plenty of water play indoors and out, providing syphons, varying size containers, sprinkler.

Have child water indoor plants, garden, turn sprinkler on and off, fill bird bath.

MUSIC, RHYTHM AND POETRY

"Sing a Song of the Seashore"
Sing A Song of Holidays and Seasons, Home, Neighborhood and Community
Bowmar Early Childhood Ser.

Sing a song of the seashore
Of sand in a shiny pail
Of dunes to climb and shells to find
And a small white boat to sail.

"Out In the Rain"
Leland B. Sasobs
Sound of Laughter
Holt, Rinehart & Winston
N.Y., N.Y.

Willie Duck and Wallie Duck
Played in an April shower
Without any rubbers on
For almost an hour.

Neither had a raincoat
And neither had a hat
But their mother didn't worry
Or fret about that.

Of course their mother saw them
But she didn't scold
She didn't even tell them
That they'd both catch cold.

Willie Duck and Wallie Duck
Were wet clean through!
And what about their mother?
She was out there too!

"The Rhythm of the Rain: *Something to Say All Through The Day*, p. 189

I hear the rhythm of the rain,
Rippety-rippety-rap,
Rapping on my window pane,
Rippety-rippety, rap.

It almost seems to talk to me
Rippety-rippety-rap,
With this simple melody,
Rippety-rippety, rap.

"Mud Pies"
Wymond Garthwaite

Pies for sale! Pies for sale!
Who wants to buy
A nice mud pie?

Big ones, juicy ones
Fat ones, oozy ones
All kinds of pies,
Any, any size
Sarah's pies are wetter;
But my pies are better.

"Rain"
Dorothy Aldis

The rain is raising prickles
  In my little pool
And washing all the dirty worms
  Pink and beautiful.

And mussing up the dandelion's
  Fuzzy yellow hairs,
And making me come in the house
  And go and play upstairs.

SPECIAL LISTENING ACTIVITIES

Awareness of water sounds

Be aware of all water sounds in the environment so that you can help each child become aware of the same.

- flushing toilet
- running a bath
- running water in the sink
- waterfalls
- showers

Sounds I Can Hear Scott Foresman & Co. Glenview, Ill.	Four records with pictures. In the "Sounds of Home" record the sound of a storm and washing hands are covered.

SPECIAL SCIENCE AND MATH CONCEPTS

Concepts Developed:

Size - big, little, small, large.

Measurement - linear (inches of rainfall), wide, narrow
volumetric - shallow, deep
weight - heavy, light
temperature - hot, cold, warm.

Capacity and space - not enough, more, too much, empty, full.

Wet and dry

Evaporation

Motion (waves)

Floatation

Displacement

Porosity and absorbancy

Locomotion

Water can put out fire.

Science Demonstrations

Making mud.

Pour water into dry sand until it forms a puddle.

Feel dry sand and wet sand - can you make castles with dry sand?

Walk in the rain with/without umbrellas and barefoot.

Water freezes - ice cubes - hold them, feel them.

Ice melts - ice cube in paper cup - melts slowly.
two cubes - one in sun, one not (or in cold water).

Ocean water - salty.

What happens when you put things on ice (paper clip, penny, thumbtack, birthday candle, piece of chalk)?

Things look different when viewed through water.

Some materials are waterproof - cloth, plastic, wood, paper, rubber.

Are wet things heavier than dry ones?

Do some things turn darker when they are wet?

Make footprints in wet sand vs. dry sand. What is the difference?

Do wet things smell differently?

Experiment with the porosity of different materials, e.g., wood, rag, sock, napkin.

What dries more quickly, something in the sun or something in the shade?

Can you think of some machines that use warmth to dry wet things?

Does something dry faster when it is spread out or crumpled in a ball?

Do things dry more quickly in the wind?

How can you keep wet things from becoming dry?

Evaporation: take 2 empty jars
fill 1/2 with water - mark water level
cover one jar - leave other open
leave both jars in the same place

What dissolves in water?

Wet sponge on blackboard - watch water evaporate.

From Ranger Rick

Staple black velvet on a piece of cardboard and catch snowflakes on it. Look with hand magnifying glass. Is each flake different in size and shape?

Measure the snowfall. Put a large tin can in a spot away from a building, not under a tree, on a box or bench above the ground. After a storm, measure the amount of snow in the can with a ruler.

How warm is a snow blanket? - With a household thermometer, take a reading of the air temperature. Then put it a little way into a snowbank. Wait a few minutes then read it. Take the temperature of the snowbank in the middle and at the ground. Compare readings.

Ice-cube mystery. - You need an ice cube floating in a glass of water, a piece of string with a loop at one end large enough to go around the ice cube, and a salt shaker. Can you lift the cube out of the glass with the string? Rest loop on top of ice and sprinkle salt on loop and cube. Wait several seconds, then carefully pull up on the string. Ice should come up too.

Demonstrate hydrological cycle. - Have tea kettle with boiling water. Fill a long handled pan with ice cubes. Steam on bottom of pan causes precipitation.

Look at pond water under a microscope.

VISUAL MATERIALS

Eye Gate Filmstrips	195-D	"Along the River"
	195-C	"At The Beach"
Eye Gate House Jamaica, N.Y.	199-D	"Sounds by the Sea"

Who Am I? Scholastic Magazine Filmstrips Scholastic Magazine, Inc. Englewood Cliffs, N.J.	Five filmstrips with excellent beach and rain scenes.

VOCABULARY

- sponges
- maps
- shiny
- rain
- water
- wet
- dry
- frozen
- ice
- spring
- winter
- clouds
- sun
- thirsty
- puddle
- drip
- drop
- lake
- river
- water fall
- brook
- ocean
- pond
- stream
- snow
- snowflake
- snowman
- fish
- plants
- roots
- ground
- sky
- dirt
- mud
- sand
- stream
- hot
- cold
- warm
- ripple
- rushes
- flows
- rocks
- pebbles
- wave
- slippery
- icicles
- freeze
- frozen
- water vapor
- frost
- snowball
- melt
- splash
- thunder
- lightening
- boats - ferry
  - sail
  - motor
  - yacht
  - tug
  - barge
  - canoe
  - row
- aquarium
- ice skating
- water pipes
- rain coat
- rubbers
- umbrella
- hail
- sleet
- water skiing
- swimming
- frogs
- lily pads
- ice cube
- soggy
- marsh
- drink
- sprinkler
- hose
- waterproof
- floats
- sinks
- deep
- shallow
- swim
- wade
- sip
- fog
- mist
- snails
- turtles
- bubbles
- shore
- foam

MATERIALS SUITABLE FOR BEGINNING LANGUAGE ARTS

Introduction

The following materials are suggested with the understanding that when used with hearing-impaired children they would require many adaptations by the teacher. Their use would vary with each child because of variabilities in degree of hearing loss, type of loss, effectiveness of corrective devices, on-set of hearing loss and previous experience or special training. In addition, these children will vary in all ways hearing children vary. Therefore, as with all children it is important to teach to identified strengths without neglecting the areas of weakness.

With hearing-impaired children it would seem important to evaluate carefully and develop the visual-motor skills. Many large muscle activities and manipulative materials should be provided so that large and small muscles, especially the eyes and fingers, will be ready for the skills of reading and writing so vitally needed for communication.

Materials which develop and stimulate concepts visually should be in generous supply. As understandings develop needed vocabulary should be supplied and reinforced.

Labeling and the writing of experience and reading charts are important beginning reading experiences. Children with good visual memory will acquire a considerable reading vocabulary through their use. Repetition of vocabulary in varied situations is important. Reading from books becomes an exciting experience and vocabulary can be controlled and repeated.

The list is limited and should be expanded as new materials are developed and tried. The pre-reading, manipulative and language development materials mentioned, including those accompanying reading series, are basic to the recognition and execution of letter symbols. Many of them, including the pre-reading workbooks, would be valuable even though the actual series would not be used.

Some of these materials have been used with hearing impaired children; others have been tried on a limited basis with a few. The rest have been selected because it would seem they could be adapted at least partially or could be used with a combination group of the hearing and hearing impaired.

The prices included are those for 1970 and would undoubtedly change frequently. Catalogues should be consulted. Brief descriptions and specific comments concerning the materials are included. Materials are arranged according to publishers.

Publishers

American Book Company
American Guidance Service, Inc.
Bowmar Publishing Company
Childcraft Education Corporation
Encyclopaedia Britannica Press
Follett Educational Corporation
Ginn and Company
Harcourt, Brace and World, Inc.
Holt, Rinehart and Winston, Inc.
Houghton-Mifflin
A.J. Kirschner O.D.
J.B. Lippincott and Comapny
Lyons - Carnahan
Macmillan Company
Noble and Noble, Publishers, Inc.
PFLAUM, George A., Publisher
Random House
Scott, Foresmann and Company
Science Research Associates, Inc.
Webster Division, McGraw-Hill Book Company

American Book Company
New York, New York

See and Say Series - Tom Whitman
- It's Mine
- Can I Keep Him?
- Just Ask
- Me First
- A Friend
- Just Something

Books that tell stories without words. Good for sequence.

First Step - Second Step, Johnson, Kress, McNeil

Simple readiness books with activities developing knowledge of colors, categorizing, indexing, numerals, concepts, etc.

American Guidance Service, Inc.
Publishers Building
Circle Pines
Minnesota 55014

Peabody Language Development Kits

Complete Kit Level P	$145.00
Complete Kit #1	52.00
Complete Kit #2	65.00
Complete Kit #3	50.00

These excellent language development materials include many varied approaches to vocabulary and language growth. The teacher's guides contain many ideas for the use of the materials as well as other activities. They should be easily accessible to the teacher; they are somewhat difficult to share.

Bowmar Publishing Company
622 Rodier Drive
Glendale, California 91201

Bowmar Manipulative Books, Beth Clure and Helen Rumsey

Little, Big, Bigger	$3.95
Telling Tails	2.95
Where is Home?	2.95
Me	1.95
How Does It Feel?	3.95
Through the Day	3.95
A Cowboy Can (Book and Toy)	7.19

A beautiful set of books which teach concepts through picture, study, and manipulation. Would be excellent for vocabulary development and as an early experience with handling books.

Early Childhood Series

Entire Series #362	$227.00
Set of 30 books and recordings in bookshelf container - #350	155.00
Set of 30 books in bookshelf container	95.00
Series of 9 picture story sets	72.00

These materials may be purchased as a complete unit or as noted above. The titles are divided into three parts.

- Part One: About Myself
  - Do You Know What . . . ?
  - What is a Birthday Child?
  - Father Is Big
  - The Littlest House
  - The Biggest House
  - Friends! Friends! Friends!
  - My Friend Is Mr. Jones
- Part Two: The World Around Me
  - Let Me See You Try
  - My Tricycle and I
  - Watch Me Outdoors
  - Watch Me Indoors
  - Follow the Leader
  - Melinda's Christmas Stocking
  - Listen!
  - A Box Tied With a Ribbon
  - An Apple Is Red
- Part Three: I Talk - I Think - I Reason
  - What Do You Say?
  - Furry Boy
  - Tell Me, Please! What's That?
  - Funny Mr. Clown
  - Benny's Four Hats
  - Where Is Whiffen?
  - That's What It Is!
  - Do You Suppose Miss Riley Knows?
  - A Beautiful Day For a Picnic
  - Colors
  - Three Baby Chicks
  - I Like Cats
  - Morning
  - Evening

The above titles may be used with or without the recordings. They are extremely well illustrated with colored photographs of everyday life experiences. Ideas are presented to stimulate the inquiry method of learning. Listening to the records while following the story builds vocabulary and sequence.

Bowmar Picture Story Sets

Part One	:	About Myself	
Set A	:	Myself	$9.00
Set B	:	My Home	9.00
Set C	:	Other People Around Me	9.00

Part Two	The World Around Me	
Set A	Motor Perceptual Learnings	$9.00
Set B	Sensory - Perceptual Learnings	9.00
Set C	More Sensory-Perceptual Learnings	9.00
Part Three	I Talk - I Think - I Reason	
Set A	Verbal Communication	9.00
Set B	Thinking and Reasoning	9.00
Set C	More Thinking and Reasoning	9.00

Eight (18" x 16") full color photographs which will stimulate discussion of everyday experiences. Both books and cards stress making children aware of themselves and their surroundings. Flexible teaching suggestions and a short story are printed on the back of each card.

Bowmar Primary Reading Series Individual prices range from 19¢ to 39¢ - 66 books	$14.95

Inexpensive, small sized booklets are color-coded to indicate reading level (1-3). Contents are varied and appropriate for children. They furnish supplementary material for library reading.

Childcraft Education Corporation

964 Third Avenue
New York, New York 10022

All kinds of play materials. Blocks, road signs, sand table, workbench, playground equipment, puppets, role-playing materials, excellent puzzles, all kinds of visual-motor games, construction kits, math and science materials. Many of these should be available to develop visual, motor, auditory, language and tactile skills. Below are listed a few which pertain directly to reading, printing and spelling.

Tactile Letter Blocks		
Letter-Block Capitals	OL263	$26.00
Letter-Block Lower Case	OL264	26.00
Letter-Block Board	OL265	10.00
10 Numeral Blocks	OX250	10.00
Magnetic Alphabet		
36 upper case letters	OL221	1.20
37 lower case letters	OL216	1.20
Multi-colored beaded Alphabet Chart (beaded with arrows to direct visual and tactile formation of letters. 43"x14")	OL292	7.95

Touch Teaching Aids		
Manuscript Capitals	OL240	3.95
Manuscript Lower Case	OL241	3.95
Beaded Alphabet Cards in Color		
Capitals	OL275	5.95
Lower Case	OL276	5.95
(The above are materials through which tactile practice of letters can be presented.)		
Twirl-A-Word	OL293	3.00
(Three wooden cubes rotate to produce 40 possible words.)		
Split Words	OL131	2.00
(Set of blocks consisting of consonants, blends, and digraphs from which over 500 words can be formed.)		
Spin and Spell	OL267	1.50
(Word building game with element of chance because of spinner.)		
Mix and Spell	OJ392	5.98
(40 plastic bibs with giant letters. Children build words by getting into the right position. This may be played in teams.)		
Spelling Blocks	OL294	6.00
(36 wood blocks with letters which interlock to form words.)		
300 Common Words	OL230	1.75
(3"x2" dovetailed cards with different words which are to be fitted together into sentences.)		
Reading Readiness Puzzles	OL147	3.50
(Set of 4 11"x14" cardboard puzzles which help develop the ability to see likeness and differences and left to right movement.)		
Match-ums	OL217	1.00
28 colorful pictures with basic words to match. They are cut in such a way that only the correct pieces will fit together.		
Felt Cut Out Letters		
160 Capital Letters	OL105	3.95
160 Lower Case Letters	OL106	3.95
Let's Learn Sequence	OL245	4.50
Children place 3 or 6 pictures in correct sequence to build 10 different stories.		

Discovering Opposties	OL251	4.95
Child must match opposites in pairs. Shapes make game self-correcting.		
Dominoes		
Reading shape set	OL291	5.00
Color Chrominoes	OL290	5.00
Picture Dominoes	OG106	1.25
Animal Puzzle Dominoes	OG203	1.50
The Classification Game	OL250	5.95
Stand up store interiors of a pet shop, clothing store, toy store, and food store. It has 48 cards which children place in the store where they belong		
Puzzle Lotto		
Pictures can be put together to form animals or parts of the rooms of a house. Can be played like lotto.		
On the Farm	OG200	1.25
Around the House	OG201	1.25
See-Quees		
Each board has removable pictures which are to be put together in the right sequence.		
The Butterfly	OL156	1.25
The Flowers	OL157	1.25
The Robins	OL158	1.25
The Squirrel	OL159	1.25
Making Maple Syrup	OL160	1.25
The Frog	OL181	1.25
Building a House	OL161	1.95
Going	OL162	1.95
Trip to the Zoo	OL163	1.95
Story of Milk	OL164	1.95
Goats Gruff	OL166	1.95
Three Pigs	OL167	1.95
Goldilocks	OL168	1.95
Gingerbread Boy	OL169	1.95
Choosing a Pet	OL170	1.95
Birthday Party	OL171	1.95
Jack and the Beanstalk	OL182	1.95

Pegs

These can be used for creative design by the children. They can also be used to give them practice in reproducing designs set up by the teacher. This may include copying more and more complicated arrangements or may involve discovering a pattern and completing the right sequence.

Build-On: My Plastic Pegs	OM136	1.25
Large Peg Board	OM230	1.50
Box of 100 Pegs	OM232	.75
Box of 1000 Pegs	OM233	1.25
Stringing Games		
Stringing Rings	OM126	2.00
100 Threading Spools	OM123	3.95
Small Beads and Strings	OM214	2.00
Dozen Strings	OM217	.70
These may be used in the ways described for pegs above.		
Child Craft Play-Panels	OM383	4.95
Transparent polystyrene slotted squares in billiant colors		
Multi-Fit	OM142	3.50
Plexagons	OM139	5.00
Space Panels	OM141	6.00
Tinker Toys	OM338	4.50
First Construction Set	OM295	10.00
Parquetry	OM246	3.00
Good for creative design and copying patterns, the sets develop visual discrimination, motor skills, creativity, sequence and other needed skills for reading and painting.		
Fit-A-Space	OM225	4.00
Rubber discs, 3 3/4" in diameter with 48 pieces in 12 different shapes to fit into proper holes.		

Encyclopaedia Britannica Press
425 North Michigan Avenue
Chicago, Illinois

Language Experiences in Reading - Dr. Roach Van Allen

Level I	$8.25
Level II	8.25

These teacher's guides are filled with ideas for activities and all types of resource materials. Units covered include Sounds Around Us, Animals Everywhere, Magic Plastics, Growing Up, About Me and My Friends, What I Can Do, All Kinds of Weather, Exploring Wildlife Around Us. (Children's materials are available.)

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Frostig Program for the Development of Visual Perception, 1968

Frostig Beginning Pictures and Patterns		
Student Book	3585	$ .81
Teacher's Guide	3586	1.65
Frostig Intermediate Pictures and Patterns		
Student Book	3590	.90
Teacher's Guide	3591	1.65
Frostig Advanced Pictures and Patterns		
Student Book	3595	.99
Teacher's Guide	3596	1.65
Complete Frostig Program Box	3560	98.62
Teacher's Guide	3566	3.54

This box includes 359 Ditto Masters of the Frostig program. Materials to meet the needs of a specific child may be chosen as the needs are determined.

Each book contains step-by-step, sequentially developed exercises that begin with the simplest of physical exercises and become more complex. The teacher's guide includes directions for large motor activities and devices for developing special relationships and body awareness. The program is one approach to the development of perceptual skills needed to prepare children to learn primary educational skills, namely:

- Visual-Motor Coordination
- Perceptual Constancy
- Figure Ground
- Spatial Relationships
- Position in Space

It would seem especially important that these or similar visual-motor materials be used with a hearing-impaired child to determine the child's readiness to begin to print and read. They need these skills more than children who can communicate through listening and speaking.

Frostig Test

Test Administration and Examiner's Kit		
Test Booklets	3570	$10.50
(25 pkg.)	3578	11.25

This testing material gives some indication of visual-motor perceptual skills. It's use might explain the difficulty some children have with these skills which if considered in addition to auditory deficits would indicate need for more training before exposure to the graphemes representing our spoken language.

Barry-Buktenica Development Test of Visual-Motor Integration		
Short Form (Ages 2-8) (pkg. 15)	3736	$ 5.25
Administration and Scoring Manual	3731	4.50

This screening test is one instrument used to indicate the perceptual-motor development of young children through the presentation of geometric forms to be copied by the child.

Ginn and Company

125 Second Avenue
Waltham, Mass. 02154

Reading 360 Series

Level		
1	Learning About Sounds and Letters (kits published September, 1970)	$45.00
2	My Sound and Word Book	$1.20
	Teachers Edition, Level 2	1.74
	Skills Handbook, Level 2	.60
	Teacher's Edition of Skills Handbook	.60
3	A Duck is a Duck	.99
4	Helicopters and Gingerbread	.99
	Skills Handbook, Levels 3 & 4	.75
	Teacher's Edition of Skills Handbook, Levels 3 & 4	.75
	Teacher's Edition, Levels 3 & 4	2.55
5	May I Come In?	1.98
	Skills Handbook, Level 5	.78
	Teacher's Edition of Skills Handbook	.78
	Teacher's Edition, Level 5	2.55
6	Seven is Magic	2.28
	Skills Handbook, Level 6	.78
	Teacher's Edition of Skills Handbook	.78
	Teacher's Edition, Level 6	2.79

This new series is beautifully illustrated in a variety of art forms. The content is very current and varied. Both fiction and non-fiction materials are included even at the pre-primer level. Stories could be used for story reading by the teacher. Printing, spelling and reading are presented simultaneously. Vocabulary is presented in various ways including linguistic patterning. The teacher would have to adapt the presentation since vowels are presented as glided or unglided, etc. While it has not yet had extensive use, teachers have been favorably impressed.

Ginn Word Enrichment Program

Level		
1	Look and Listen	$1.32
	Teacher's Edition	2.75
2	Sounds and Symbols	1.32
	Teacher's Edition	2.76
3	Vowels and Variants	1.32
	Teacher's Edition	2.76

Workbooks which contain many illustrations provide large spaces for children to print missing letters and words. Good phonetics material. Some parts can be used with linguistic programs.

Building Pre-Reading Skills - Russell, Clymer, Christenson

Kit A - Language
(including carrying case and manual) $58.56
Kit designed to introduce nursery rhymes, poems and stories, to develop oral language skills, to build concepts and to encourage creative and critical thinking. Pictures are very well done. Suggestions for use are helpful to the teacher.

Kit B

This kit includes smaller pictures to be used for identification, classification and phonetic elements. A manual with good ideas for activities is included.

My Picture Dictionary - Reid, Crane (grades 1-2)	$1.60
My Second Picture Dictionary - Reid, Crane, Jenkins (grades 2-3)	3.96

Good beginning dictionaries which are well illustrated and would be helpful in building vocabulary and stimulating creative writing.

Words to Read, Write and Spell

Set 1	$3.64
Set 2	3.64

These twelve charts taken from "My Picture Dictionary" include things like Animals, Parts of the Body, Helpers, Fruits, Vegetables, Months, Holidays, Weather, Farm, etc. One chart illustrates words such as in, out, over, under etc. They would be good for classroom display and reference.

Harcourt, Brace & World, Inc.

757 Third Avenue
New York, New York 10017

Palo Alto Reading Program

Pupil's Books 1, 2, 3, 4, 5, 6	$ .69 each
Workpads 1, 2, 3, 4, 5, 6	60 each
Teacher's Guide for Books 1-2	no charge
Teacher's Guide for Books 3-6	no charge
Pupil's Books 7, 8, 9	.69 each
Workpads 7, 8, 9	.69 each
Teacher's Guide for Books 7-9	no charge
Individual Letter Cards for Books 1-2 (36)	4.50
Individual Letter Cards for Books 3-6 (36)	7.50

This program presents the identification and printing of beginning sounds first. These are then combined in three letter pattern words. It is linguistically based and can be used with other programs, as it fits. The patterns are introduced in a different order in each program but may be used to supplement at the proper time. It is best to follow one consistently instead of jumping from one to another until the patterns coordinate. Pages in workbooks are simple and space for printing letters is ample. Other teaching materials are available.

Holt, Rinehart & Winston

New York, New York

Sounds and Patterns of Language - Bill Martin, Jr.

Level		
PP	Sounds of Home	$2.52
	Teacher's Edition	2.52

P	Sounds of Numbers	$3.16
	Teacher's Edition	3.16
1	Sounds Around the Clock	3.32
	Teacher's Edition	3.32
2	Sounds of Laughter	3.48
	Teacher's Edition	3.48
3	Sounds of the Story Teller	3.68
	Teacher's Edition	3.68

This series provides materials in which the child can follow the teacher as favorite stories and poems are read and reread. Materials are chosen which have a repetitious rhythmic pattern so that before the story or poem is finished the children are often able to predict the familiar phrase. Stories and poems are taken from the various Owl Sets published by the same company.

Kinder Owl Books (pre-school, kindergarten, grade 1)	
Set of 20 books (SBN 03-059240-2)	$42.75
The Little Owls (kindergarten, grades 1 and 2)	
Set of 40 books (SBN 03-060870-8	69.75

Beautifully illustrated books include the areas of science, mathematics, literature and social studies. Helpful in building vocabulary and concepts.

Sounds and Patterns of Language (without display board)	$136.83

Six large durable background pictures including city streets, apartment house, public playground, suburban shopping center, farm, fantasy land are supplied to be used with one hundred and twenty-four magnetized cut-out characters. Language development, story telling and emotional release through role playing have been noted as children are observed using them.

Children's World - H.H.'s Early Childhood Program complete program (SBN 03-065380)	$297.00

Multi-sensory materials in a large kit. Would be a good initial investment for equipping a new classroom. Includes filmstrips, records, books, manipulative devices, puppets, large walk-on maps, etc. which cover the areas of social studies, mathematics, science, language arts, music and fine arts.

Parts may be purchased separately:

Teacher's Guide (SBN 03-071150-9)	$ 9.96
Transportation (SBN 03-075835-1)	17.64
Home and Community - maps (SBN 03-075860-2)	34.92
Special Days (SBN 03-074844-6)	28.50
Pets (SBN 03-075845-9)	24.00
Animals (SBN 03-074840-8)	46.00
Resource Shelf (SBN 03-0758300)	92.25
Resource Lid (SBN 03-075865-3)	58.14
Stopper Rug (SBN 03-075870-x)	10.50
Seasons (SPN-03-075850-5)	22.50

Very First Words for Writing and Spelling (K-2)

Teacher's Edition (SBN 03-052535-7)	2.52

Beginning dictionary in which words are presented in the form of labels on the illustrations.

Houghton Mifflin

53 W. 43rd St.
New York, New York 10036

Get Set: Games for Beginning Readers - McKee, Harrison et al

	#1-35200	$42.00
Silly Sentences	1-35204	6.30
Stop - Dot	1-35206	5.70
Animal Race	1-35208	6.30
Dominoes	1-35214	7.35
Pickafit	1-35210	8.10
Broken Letters	1-35212	8.10
Picture Words	1-35216	6.30
Sentence Train	1-35218	7.35

The above may be purchased as a complete kit which includes a storage case for the individually boxed games. It is designed to provide enjoyable practice for skills which have been taught. Games may be played individually or in small groups. A teacher's guide is furnished with each game. This kit would provide good manipulative activities with letters and words.

Key-Lab Self-Correcting Spelling Program

Hanna, Hanna	1-21728	39.00
Teacher's Guide	1-21729	.21

Letter and picture cards are notched to match for correct spelling. If the wrong letter is selected the notches will not match and the child can correct his own error.

Getting a Head Start	1-40072	$15.00
Teacher's Guide	1-40073	2.97

This big book contains illustrations both rural and urban. It is helpful in vocabulary and concept development.

Big Book for Getting Ready to Read, McKee

Part 1	1-40214	$11.85
Part 2	1-40215	12.60
Teacher's Edition	1-40146	1.05
Workbook - Getting Ready to Read	1-40075	1.05

These materials teach the child to associate 18 consonants and 4 speech consonants with the sounds they represent in words. Context clues gained through listening are also stressed.

A.J. Kirshner O.D.

4950 Queen Mary Road
Montreal, Canada

Perceptual Motor Training in the Classroom

The Body Alphabet (set of slides)	$20.00

Children in leotards with sticks demonstrage body positions which represent letters of the alphabet. Children are asked to assume the same positions. They are asked to check themselves and others for accuracy of shape and direction. Letters are displayed in background but not named at first. Later spelling is done by groups of children each representing a letter with his body. This would seem to be worth trying.

J.B. Lippincott Company

Philadelphia, Pa.

Readiness for Learning - Pierce H. McLeod

A program for visual and auditory perceptual-motor training.

Lyons-Carahan

407 East 25th St.
Chicago 60616

Phonics We Use Games Kit (Gr. 1-6)	$39.00

Some of these are good for primary children, others are too advanced.

Spelling Learning Games Kit

- Kit A - Grade 1 $27.00
  - Snail Trail (Initial Consonant Sounds)
  - Sound Hound (Final Consonant Sounds)
  - Lucky Duck (Short Vowel Sounds)
  - Patch Match (Expanded Spelling Vocabularies)
  - Scat Cat (Sound-Symbol Relationships)
- Kit B - Grade 2 27.00
  - Fat Cat (Initial and Ending Consonant Sounds)
  - Spin and Win (Short Vowel Sounds)
  - Glad Lad (Initial and Final Consonant Sounds)
  - Stick to It (Long and Short Vowel Sounds)

These games may be played in groups or individually. They are gay and exciting to play.

Macmillan Company

Bank Street College of Education
New York, New York

The Bank Street Series

pp^1	In The City
pp^2	People Read
p	Around the City
1st	Up Town - Down Town
2^1	My City
2^2	Green Light Go

The Bank Street Series was developed for children with limited language development. It is paced more slowly than many series. Workbooks are uncluttered, directions are simple and similar. Material is concrete and concepts such as below, above, in, out, etc., are presented. There is a great deal of repetition.

Noble and Noble, Publishers, Inc.

750 Third Avenue
New York, New York 10017

TRY: Experiences for Young Children - Manolakes, Woltman, Jepson, et. al.

Gr. K-1 F674-1 $19.38

This program is designed to develop visual-motor skills, oral language facility, group orientation and self-expression.

In Task I children manipulate plastic shapes, and match with activity book.

In Task II children work with more intricate design patterns created with red and white blocks.

In Task III children recognize letter forms by using alphabetic tiles to create words and word groups.

George A. PFLAUM, Publisher
38 West Fifth Street
Dayton, Ohio 45402

The New Picture Dictionary - Rosemary Robers, 1965	$1.20
Teacher's Edition	2.60

A beginning picture dictionary with good illustrations, up-to-date vocabulary which is clearly printed in manuscript. The teacher's edition contains good suggestions for vocabulary building, sentence formation, composition and creative writing at beginning levels.

Random House
School and Library Service, Inc.
201 E. 50th St.
New York, New York 10022

Pop-Up Books

Where the Rain Comes From	8842	$3.95
Your Body: Bones and Muscles	8873	3.95
Animal Alphabet	9866	1.95
Biggest	8697	1.95
Book of Flying Machines	9817	1.95
Circus Book	9716	1.95
Color Book	9517	1.95
Hide and Seek	9590	1.95
Left and Right	9307	1.95
Mother Goose	9488	1.95
Night Before Christmas	9867	1.95
Sound Alikes	8898	2.95
Alice In Wonderland	9868	1.95
Cinderella	9046	2.95

These books to be read by the teacher contain three-dimensional illustrations which should aid in establishing special relationships and words describing the contents.

Scott, Foresman and Company

1900 East Lake Avenue
Glenview, Illinois 60025

My Little Pictionary - Monroe, Greet	2783-64	$1.59
My Second Pictionary - Monroe, Greet	2778-64	2.91

Beginning dictionaries in which words are grouped by meaning and function. They are well illustrated.

Sounds I Can Hear	2766-66	15.00

A set of four albums of 33 1/3 recordings of authentic representations of common sounds. Good for developing listening skills.

Linguistic Block Series		
The First Rolling Reader (primer)	2850-63	3.30
The Second Rolling Reader (grade 1)	2852-64	3.30
The Third Rolling Reader (grade 2)	2852-64	3.30
Rolling Phonics - Consonants	2853-63	3.30
Rolling Phonics - Vowels	2854-64	7.50
The New Linguistic Blocks		
Set I^L	2582-68	7.35
Workbook	2599-67	.78
Set I^W	2583-68	8.70
Workbook	2598-67	.78

Words, letters, and letter combinations are engraved on one inch plastic cubes. From these children learn to build words and sentences.

Open Highways - H.M. Robinson, et. al.		
Starter Concept Cards	2575-67	18.00
Eight Starter Books	2524-68	.81
Teacher's Edition	2525-68	.81
Ready to Roll, Bk. 1 Pt. 1	2577-67	1.62
Read and Write Exercise Book	2579-67	.81
Rolling Along, Bk. 1 Pt. 2	2578-67	1.74
Read and Write Exercise Book	2580-67	.90
More Power, Bk. 2 Pt. 1	2651-68	1.89
Read and Write Exercise Book	2671-68	.93
Moving Ahead, Bk. 2 Pt. 2	2652-68	1.89
Read and Write Exercise Book	2672-68	.93

These are the beginning materials of a series especially designed for children who need a slower beginning in formal reading instruction. Materials are simple and varied. Familiar nursery stories are simplified with many illustrations. Directions for making and doing things are well illustrated and simple.

Science Research Associates, Inc.
259 East Erie St.
Chicago, Illinois 60611

Basic Reading Series - new 1970 edition

Alphabet	3-5900	$ .78
Alphabet Book, Teacher's Edition	3-5901	
Reader A - A Pig Can Jig	3-5910	1.35
Teaching Guide for Level A	3-5913	
Workbook for Level A	3-5911	.78
Teacher's Workbook for Level A	3-5912	.85
Level A Test (set of 20 & guide)	7-50001	2.20
Reader B - A Hen in a Fox's Den	3-5920	1.35
Teaching Guide for Level B	3-5923	
Workbook for Level B	3-5921	.78
Teacher's Workbook for Level B	3-5922	.85
Level B Test (set of 20 & guide)	7-50002	2.20
Reader C - Six Ducks in a Pond	3-5930	1.89
Teaching Guide for Level C	3-5933	
Workbook for Level C	3-5931	.78
Teacher's Workbook for Level C	3-5932	.85
Level C Test (set of 20 & guide)	7-50003	2.20
Reader D - A King on a Swing	3-5940	1.95
Teaching Guide for Level D	3-5943	
Workbook for Level D	3-5941	.78
Teacher's Workbook for Level D	3-5942	.85
Level D Test (set of 20 & guide)	7-50004	2.20

This material is linguistically based. The patterns in words are consistently presented. It's use would have to be adapted by the teacher of hearing-impaired children since the auditory emphasis is ordinarily stressed. Close attention to small difference in lip reading is required. If approached slowly this should be possible since all short vowels are introduced first. They are presented in such an orderly way that it would seem possible to help these children become even more aware of the structure of words.

It is suggested that the workbook program be used at the beginning. It is very clearly presented so that the child can work quite independently. Since differences in words and phrases are so minute, accuracy is forced. It is important that the teacher check the child's understanding of vocabulary because even three letter words can be confusing, depending upon how they are used.

When first beginning the program with Workbook A it is suggested that a transparency be used so that errors may be eliminated and pages done over. All types of games and manipulative devices should be used so that a great deal of varied, interesting drill can be provided at the very beginning.

Basic Reading Series Satellites, grades 1-2		
Complete Kit	3-3740	$54.95
Level B Booklets	3-3741	9.40
Level C Booklets	3-3742	14.05
Level D Booklets	3-3743	9.40

This kit is a supplement to SRA's Basic Reading Series which consists of high-interest illustrated stories and poems designed to reinforce reading skills through practice. The kit consists of two copies each of 190 original selections printed on four-page folders.

Webster Division
McGraw-Hill Book Company
New York, New York

Programmed Reading - Sullivan		
Book 1	61351	$1.35
Book 1A (Slower learner)	61380	1.47
Book 2	61352	1.35
Book 3	61353	1.35
Book 4	61354	1.35
Book 5	61355	1.35
Book 6	61356	1.35
Book 7	61357	1.35
Teacher's Guide	63187	1.20

These materials might furnish practice material for some children. Care should be taken to determine whether the children are actually reading and understanding the sentences or whether they are just figuring out correct answers by other clues. The concept of self-correction would have to be taught. If SRA materials are being used it would seem wise to delay the use of this material until Level D of SRA, since patterns are introduced in a different way.

Sullivan Associates Reader

Sullivan Story Books, 1, 1A		
Pins and Pans	62525	$1.41
Yes I Can	62501	1.41
Story Book 2, 2A		
The Bug in the Sand	62626	1.41
The Sandman	62502	1.41

Cartoon-type pictures with limited script. Pictures contain clear clues to content. Good supplementary reading material enjoyed by children. 35 different titles are included in a set costing $49.35.

RHYTHM

RHYTHM

This is a compilation of different rhythmic exercises which can be used in the classroom. Relaxation and breathing exercises are included as well. Rhythm work is an integral part of any well developed program. Often, however, the inexperienced teacher is at a loss as to what to do. These exercises are simple and can be done in any classroom, large or small. Relaxation, enthusiasm, experimentation, improvisation and success are key words. To help the child develop a sense of his own rhythm through creative movement is the goal.

Creative Movement

What is creative activity?

The child creates his own ideas into his movements. This may be done through use of records from which different types of music suggest different movements, or through use of pictures, etc., etc., etc. Good body movement can be stimulated by good pictures. For example:

heavy machinery
tools
wrench and nut
pliers
screw driver
household appliances
hammer and nail
animals, birds, etc.
nature, i.e., trees, wind, sea waves

Percussion instruments can be made very inexpensively. Here are some ideas:

1. Small boxes may be filled with pennies, popcorn, beans or rice. Should be bound and decorated.
2. Toilet paper rolls may be filled with popcorn, etc., taped at both ends and brightly decorated.
3. Bottle caps may be strung through a coathanger.
4. Use big pencils for rhythm sticks, etc.

Moods may be suggested by pictures containing certain colors, textures, and ideas. Examples of texture are: Karo Syrup dropping from a bottle; Crisco in a frying pan; popcorn in a popper. Stories and poems also suggest moods.

Locomotor movements are motions that take us through space, such as the walk, skip, hop, leap, run, gallop, jump and slide. They may be brought to life through the interpretations of the walks of animals and people, e.g., elephants, tigers, babies, old people. A person walks fast when he is happy, worried or late. He walks slowly when he is sad, or pulling something heavy.

In scarf movement each child is given a scarf which can be made of inexpensive material. He then listens to records (or watches different colors reflected by a revolving light on the walls) and moves with them.

Action Verses

The following are action verses, games and songs which have been compiled from various sources over several years. Author's names are unknown since they have been passed from teacher to teacher.

"On Tip Toe"

On tip toe I stand
The sky in my hand
I stretch my arms wide
The sun creeps inside
I hug the warm sun
Then drop it and run.

"Tip Toe"

Tippy Tippy Tip Toe
Here we go
Tippy Tippy Tip Toe
To and fro
Tippy Tippy Tip Toe
Through the house
Tippy Tippy Tip Toe
Like a mouse.

"Scarecrow"

Flip flop flip flop
See the scarecrow go
Flip flop flip flop
To the left and to the right
Back and forth with all his might
Then the wind is so quiet and so -
Flip flop flop (slowly)
Flip flop flop (very slowly).

"Tap, Tap, Tap!"

Two little feet go tap, tap, tap
Two little hands go clap, clap, clap
A quick little leap into the air
Two little hands reach high in the air
Two little feet go jump, jump, jump
Two little hands go thump, thump, thump
One little body turns round and round
One little child goes to the ground.

"Jack in the Box"

Here's a jack in the box
All shut up tight
Not a breath of air
Not a bit of light
Oh how tired he must be
I'll take off the lid
And out he'll leap!

" Around and Around"

Around and around in a ring we go
First we go fast, then we go slow.
We stop and raise our arms up high
Until we almost touch the sky.
We drop our hands and turn around
We stand in place without a sound.

Action Songs

These lend themselves particularly to simple, familiar tunes.

"Autumn Leaves"

Down from the trees the autumn leaves
All fall down
All fall down
Then they go whirling and twirling around,
Whirling and twirling around.

Now we will rake the autumn leaves
Rake the leaves
Rake the leaves
Now we will rake all the autumn leaves
Rake them all off the ground.

"Clap with Delight"

We stamp with our left foot, we stamp with our right
Sing tra la la la la and clap with delight.

We bow to the left side, then bow to the right
Sing tra la la la la and clap with delight.

Step forward then backwards, then step to the right
Sing tra la la la la and clap with delight.

"Hop, Hop, Hop!"
(Children follow words of song. Other actions may be used.)

Hop, hop, hop
Hop and Stop.

Run, run, run,
Run and Jump.

Walk, walk, walk
Walk and turn.

Action Games

Ducks Fly

The children are divided into two lines, and there are two "its". "It" says - "Birds Fly" or "Bears fly". If the animal really flies, the children flap their wings. They should not flap them if the animal doesn't fly. If they get caught, they must sit down. When the wings are not flapping, they rest at their sides.

Santa's In The Shop

Children stand in a single circle with one person in the center as Santa Claus. As the song is sung (tune is Farmer in the Dell) children in the circle walk around. Santa takes a drum and the person he chooses acts like a drum. Other motions follow the words of the song. When top stands alone, other children rejoin the circle. Game begins again with the second verse.

Santa's in the shop
    Santa's in the shop
    What a scene for Christmas
    Santa's in the shop

Santa takes a drum

The drum takes a doll

The doll takes a train

The train takes a ball

The ball takes a top

They're all in the shop

The top stands alone

Repeat

Relaxation and Breathing Exercises

A. Breathing
   1. Breathe in slowly - let air out quickly. Repeat several times.
   2. Breathe in slowly - let air out very slowly. Repeat.
   3. Combine first two exercises with arm movements. Have children raise arms to shoulder height as they breathe in; lower as they breathe out.
   4. Older children can come up on toes as they breathe in; lower as they breathe out.
   5. Nose-breathing: (from Haycock)
      a. Use a fluffy feather, hold vertically by its tip, show effect of nasal inspiration and aspiration. Call attention to gently closed lips.
      b. Attend to method of breathing; see that it is slow, gentle, and rhythmic; through the nose with closed lips. As an aid to making it unconscious, children can walk up and down in an orderly manner. The act of walking supplies a convenient rhythm to regulate the breathing by. Rate: count three seconds for the intake; three for the maintenance of the expansion; three for the output and then a rest for three seconds.
   6. Blow a piece of cotton wool off teacher's hand, at varying distances. Intake slow and deep through the nose, followed by short explosive 'puff'; lips pursed up, cheeks flat.
   7. To contrast with #6, have child blow a windmill with a long steady stream of breath.
   8. When breathing out slowly and evenly, purse lips for "wh", or for "f, th, s, m, n."
   9. Feather blowing: Good for practice for breath control. Have the children blow small colored feathers up into the air, and try to keep them floating by blowing from below again and again, while they move around the room. Children can also blow a feather held in the hand, using short puffs of breath.

B. Relaxation movements:
   1. Arm swinging front and back slowly with loose arm, combine with bending of the knees.
   2. Let the arms hang loosely at the sides, then begin to pat the knees, very loosely. This can be combined with bending of the knees.
   3. Make slow circles with the head.
   4. Shake hands loosely as if dropping water off. This can be done one hand at a time, or alternately. Can also be done in rhythm for interest.

5. Knees bent, feet apart, upper body bent forward with head and arms hanging. Let body swing slowly from side to side, straighten up slowly. Reach over head, then back to original position. Repeat.
6. Stretch and then collapse slowly as if a rag doll, half way to the floor; repeat. On second time, fall slowly to the floor in collapsed position.
7. Jump slowly up and down, humming.
8. Have children breathe deeply, reach up into air, drop arms to the sides, using short movements.
9. Have children imitate leaves falling, twirling and floating and then coming softly down.
10. Balloon floating: teacher blows up a balloon starting from a crouching position, standing up slowly reaching over his head. When balloon is big and he is stretched up tall standing on his toes, then teacher tip toes quickly all around the room, turning and twisting holding balloon in one hand and letting air out slowly, finally coming to rest in a crouching position, balloon resting on the floor. Children imitate and pretend they are balloons, saying "up, up, up", as they get bigger, "down, down, down," as they get smaller and "stop" when they rest.

Rhythmic Exercises

1. Shake right hand, then left hand to a 1-2-3-4 count. Shake both hands to this count. Shake right hand, then left hand to a 1-2-3-4 count. Shake both hands to stop. Do this exercise very slowly, allowing the children time to see what you are doing, then to do it with the teacher. Repeat any part several times, if necessary, to let the slow ones catch up.

2. Stretch hand into the air. Shake right hand, then left hand, stamp right foot, then left foot. Count 1-2-3. Repeat several times until children have grasped the pattern.

3. Lead into a march, with the children following behind the teacher. Slap the air, slap the air, left foot, right foot. Use drum for accompaniment if possible.

4. In a circle, all children face center. Holding right arm straight out in front of them, make quarter turns, pointing to the child next to them. Left, Center, right on a 1-2-3 count. Do slowly. Repeat.

5. Still in the circle, place arms on each other's shoulders. Walk 4 to the left, 4 to the right in steady rhythm. Child could beat drum in center of circle.

6. Echo clapping: should be done slowly and rhythmically. The teacher does the movement first, the children follow. The rhythmic pattern should not be broken as action moves from teacher to child. Begin very simply clapping hands four times, children imitating when teacher is finished. Tap shoulders four times, then knees, then hip (etc.) with both hands; children repeat motion.

7. When children have grasped the idea of "teacher first, me after," echos can become more complicated. Slap the air with left hand, right hand (1-2) and stamp left foot, right foot (3-4). Vary this in any way. It is not necessary to move from one variation to another quickly; a motion can be repeated until the children can do it neatly and smartly. Never let this become boring, however.

8. Let the children be the leaders and invent their own motions.

9. Begin with the 4 count and clap to each beat. Then clap to only the first and third, keeping the same rhythm. Change your counting to 1-2. Do any two movements for the children to imitate.

10. Have children sit on the floor in pairs, each child facing his partner. With feet together, children "walk" to the 2 beat and 4 beat while bending knees and keeping hands on the floor just out to the sides and slightly behind.

11. Sitting on the floor, reach into the air with both hands and hit the air on 1-2, slap the floor on 3-4.

12. Variations could include: floor, floor, clap, clap
floor, clap, floor, clap
floor, clap, clap, clap.

13. Use different parts of the arm to hit lightly, e.g.,
palm, palm, wrists, wrists
elbow, palm, elbow, palm, etc.

14. In all of the above, allow the children to take turns leading the group. Keep the movements rhythmic and steady. If the children don't follow in the amount of time (according to the beat used) given, the teacher should still continue the steady 4 beat count but allow them to catch up on their next four beats.

15. March, having one of the children leading the group and beating the drum in a steady rhythm. Teacher can do this if children need more practice.

16. Crouch on the floor and walk on hands and feet, e.g., left hand, right hand, left foot, right foot. This can be changed to: left hand, right hand, left hand, right hand, left foot, right foot, left foot, right foot.

17. Arms crossed on the chest, hands on shoulders, march four forward; turn; march four in oppostie direction.

18. Children in pairs: hit partners hands on 1-2 count, slap own knees on 3-4 count.

19. Children lay on their backs and to the 1-2-3-4 count throw hands and feet into the air as if pedalling a bike upside down.

20. With children facing teacher, make a "tick-tock" weight change from foot to foot, saying "tick-tock."

21. In a circle, holding hands, sway from side to side lifting foot as weight shifts, 1-2 count.

22. Echo clapping on a 1-2-3-4 count, and moving to this count.
    Echo clapping on a 1-2 count, and moving to this count.
    Echo clapping on a 1 count, and moving to this count.

23. Echo clapping: use any movement in which the first beat is different from the other two, and in which 2 and 3 are the same, e.g., clap slap slap
    head knee knee, etc.

24. Swing arms from side to side counting 1-2-3 left, 1-2-3 right.

25. Draw a triangle in the air: down, outward from body, and back up to staring position. Let the 2 beat and 4 beat be energetic; let the 3 beat rhythms be lyrical.

26. Rhythmic patterns: / accent ' no accent
    OR / big ' small

    /// ''' ''/ '// '/' //' /'' //'

27. Echo clapping: in 2 beat phrases introduce these rhythms: A big clap could be done palm to palm; a small clap could be done by tapping the fingers of the right hand lightly on the palm of the left. The palm of the left hand should always face upward and the movements must be relaxed. Begin slowly at first.
    Big Big (//)
    Small Small ('')
    Big Small (/')
    Small Big ('/)

28. Repeat these using 4 beat phrases (repeat each exercise a number of times)
    //// '''' /'/' '/'/ //'' ''//

29. Have pictures of animals, e.g., a mouse, an elephant, a giraffe, a rabbit. Let the children walk like the animals--making big movements for the big animals, small ones for the small animals. The movements, though large, should nonetheless be light and graceful.
    elephant (4 beat steps; bent over, swing arms from side to side for the trunk)
    giraffe (walk tall, long legs, arms high, 4 beat time)
    mcuse (tip toe tiny, bent over, tucked in)
    rabbit (make small hops, bent over) etc., etc.

30. The teacher can beat the drum in the known rhythmic patterns, loud and soft. Let the children imitate the exact rhythm on their own drums or some other instrument. Go slowly.

31. Use varied rhythms; make them more difficult as the children grasp the main idea.
    / // ' '' '/ (2 beat)

    '''/ ''// '/// ///' //'' /''' '/'/ /'/' etc.

32. An exercise which can be used with '/ '/ '/ '/ . Use red and green flags. The green is held up for the small (') beat, the red for the big (/) beat.
    go STOP go STOP go STOP go STOP
    The children jump from left to right foot, placing one foot in front of the other. On STOP then, the right foot should be out front. They hold the red flag for STOP.

33. Very slowly, concentrate on touching finger tips together twice, making very small and slow movements. Still slowly, make a very large movement (start with arms wide apart) to bring the finger tips together.

34. Speech can be included here as well, using a loud and soft voice.

35. Keep the exercises in regular 4 beat rhythm, perhaps using 8 beats at a time (or more, depending on the exercise). Pictures could be used to help introduce the concepts of Fast and Slow, showing pictures of turtles, beating the drum slowly. With a picture of a jet, beat it fast, etc.

36. Have the children walk to a slow rhythmic beat, watching the drum. Have them tip toe lightly and fast to a fast, but rhythmic beat.

37. The children could form a line to be a train. With drum accompaniament, they could start moving slowly and gradually increase the speed. Let them watch the drum and move accordingly. The teacher could beat a hand drum at the front of the lines, if necessary.

38. Let the children beat the drum for each other.

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PARENT EDUCATION AND PARENT LIBRARY

A PARENT-EDUCATION PROGRAM

There is perhaps no other facet of an educational program for hearing impaired children that is as vital as parent education, yet it is so often glossed over superficially. Parent involvement is essential if integration is to succeed for a hearing impaired child, but it must be intelligent, well-directed involvement. Much time and effort should be put into helping parents become effective influences upon their child's development and learning. A program for parents should strive to meet some well-defined objectives such as the following:

1. Parents should understand the school program and the total curriculum.
2. Parents should be aware of the specific curriculum being presented at any given time so that they may reinforce new concepts and new vocabulary at home.
3. Parents should be realistic about their child's language needs--understand their linguistic age--understand the importance of developing good language patterns--provide sufficient samples of language so children may imitate their models.
4. Parents should learn systematic observation of informal activity so that they may provide language stimulating experiences with consistent application in order to foster and enrich further activity.

In order to achieve these specific objectives, we must recognize that hearing impairment usually brings with it a psycho-social impairment to both child and parents. Parents must be helped to accept their child's handicap, and helped to understand what this all means in terms of their child's growth, education, and place in family life. Parents must be helped with home management problems in order to meet the child's intellectual, physical and psychological needs for love, for time, for discipline and for social skills. This help is best brought about through frequent home visits, individual counseling, parent discussion groups and strongly encouraging class observation. General topics for discussion with parent groups are numerous--here are but a few:

1. Acceptance of Hearing Impairment.
   What does it mean? in terms of audiogram
   in terms of language

What can be changed? through amplification
through education
What cannot be changed? otological ramifications
speech ramifications
How can parents help? home reinforcement

2. Functional Language
   Steps in language development.
   Language needs--for daily home communication.

3. Home management--child's needs
   psychological
   intellectual
   physical

4. Purposes and goals of school curriculum
   learning through play
   learning through structured group activities
   learning through arts and crafts

5. Routines for children vs. flexibility.

6. What educational things can be done at home?

7. Holidays - How to explain them.
   Holiday activities at home.

8. Why your child needs discipline and structure?

9. Normal child development and sibling rivalry.

10. Vacations - fun or frustration?

11. How does your child get along with hearing children?

12. Sex education for the deaf child and his parents.

13. Feelings - Let's show them!
    jealousy, hostility, anxiety, toleration of unpleasant experiences, guilt feelings, love and hate, love and approval, inferiority and fantasy, destructiveness, responsibility and lying, obedience and discipline, rewards and punishment.

14. Fears - of going hungry, of loud noises, when parents go out, of new surroundings, of falling, of being alone, of not being liked.

15. Realistic assessment of your child in: language development, auditory discrimination, visual perception, speech skills, large motor skills, use of materials, social adjustment.

16. What is reading readiness?

17. Looking ahead educationally.

18. Discussion of specific Volta reprints.

19. Discussion of specific controversial titles or controversial authors.

PARENT LIBRARY BIBLIOGRAPHY

Parents are often anxious to acquire information about deafness and educational procedures for the deaf to clarify their own feelings, misnomers, educational preferences and to spark questions and discussion. Some parents need information on normal child development, while others wish to become well-informed in all areas concerning the welfare of their deaf child. Sources are not readily available in most public libraries or schools, and parents are often reluctant or unable to invest heavily in building a library of their own. We offer a small bibliography of some on the deaf, child development, reading for children, and some controversial topics to spark response in discussion.

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